

Nursery Curriculum Overview 2023-24



Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Theme	All about me	Amazing Autumn	Traditional tales	All about Bears	Let's Grow	Tails and Scales
<i>These themes may be adapted at any point throughout the year to allow for children's interests to lead the learning</i>	Starting Nursery My new friends My body My family-family board photographs My home Celebrating how we are different What makes me special? Likes and dislikes	Explore outdoor area and natural objects Autumn walk Autumn woodland scene Leaf throwing Leaf collecting Pumpkins Squashes	Traditional stories using props Retell traditional stories- Role play area linked to stories Bake gingerbread	Bears around the world Act and retell stories Bear hunt Teddy bears from home - similarities/differences Old and new teddy bears Teddy bears picnic	Plant cress seeds and beans Explore fruit and vegetables Care for the natural environment and all living things	Minibeast detectives Caterpillars to butterflies Observational drawings Songs linked to minibeasts Minibeast patterns and colours Caring for creatures
Suggested Texts <small>*Diverse and inclusive books</small>	My Family* Super Duper You* Only One You My Friends Owl Babies Best Friends, Busy Friends* Elmer's Friends*	We're going on a leaf hunt The Leaf Thief Fletcher and the Falling Leaves Leaf man Autumn Stickman Listen to Autumn* The Best Diwali Ever*	The Three Little Pigs The Gingerbread Man The Little Red Riding Hood Goldilocks and the Three Bears Amy Wu and the Warm Welcome* Full, Full, Full of Love* Rapunzel to the Rescue*	We're Going on a Bear Hunt The Everywhere Bear Brown Bear, Brown Bear, What do you see? Peace at Last Where's My Teddy? The Bear in the Cave Whatever Next Peace at Last How to Share with a Bear*	Jasper's Beanstalk The Enormous Turnip One Tiny Seed Where's My Chick Rosa's Big Sunflower Experiment* In My Mosque* Eco Girl* Handa's Surprise* Amazing*	The Hungry Caterpillar Look at Minibeasts The Incy Wincy Spider The Bad Tempered Ladybird Superworm Mad About Minibeasts Do You Like Bugs? Rosa explores life cycles* The girl who loves bugs*
Enrichment opportunities and key events	Black History Month Harvest Ms Ames Fun Day	Christmas - Nativity song performance Nursery Rhyme Week Remembrance Teeth brushing workshop	Library trip Baking gingerbread and making porridge Lunar New Year Arts Week Children's Mental Health Week	Teddy bear's picnic Baking Mother's Day Easter Eid	Heathrow Gym Cress sandwiches Cultural cooking Mr Baig- fruit and vegetable delivery	Wild Fangs workshop Butterfly garden habitat Father's Day Wild Fangs visit
Parental involvement	Home visits Staggered start Family photos Play and Talk workshop Tapestry workshop	Parents meetings Parents invited to cook for Diwali Christmas song performance Book sharing sessions Tapestry celebrations Teeth brushing workshop	Parents invited to share cultural stories, music and food Play and talk session Library trip support Book sharing sessions Tapestry celebrations Arts week Safer Internet Day	Phonics workshop for parents Parent meetings Mother's Day celebrations Parents invited for Easter baking Book sharing sessions Tapestry celebrations	Parents support with Heathrow Gym trip Parents invited to Nursery for Eid celebrations Books sharing sessions Tapestry celebrations	Forest School celebrations Book sharing sessions End of year report Tapestry celebrations Transition workshop - getting ready for YR

Communication & Language

STATUTORY EDUCATIONAL PROGRAMME: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

<i>Listening, Attention & Understanding</i> <i>Speaking</i>	Listening, Attention & Understanding	Listening, Attention & Understanding	Listening, Attention & Understanding	Listening, Attention & Understanding	Listening, Attention & Understanding	Listening, Attention & Understanding
<i>C&L is developed throughout the year through high quality interactions, daily group discussions, PSHE times, stories, singing, Scribble Club, Helicopter Stories, rhyme of the week and interventions.</i>	Follow one step instruction. Sit and listen to a story. Pay attention to more than one thing at a time (when engaged in play, stopping and listening to a simple instruction) Speaking Speak using simple sentences Answer simple questions about what they have heard.	Understand a question or an instruction that has two parts, such as: "Get your coat and wait at the door". Enjoy listening to simple stories and can remember much of what happens. Speaking Develop their communication but may continue to have problems with irregular tenses and plurals,	To be able to sit and pay attention for a longer period. Speaking Use longer sentences of four to six words. Be able to organise themselves and their play 'Let's go on a bus, you sit there, I'll be the driver'	Begin to start and follow a back and forth conversation with an adult or a peer. Speaking Be able to ask and answer simple questions and reply to what an adult or peer has said. Use longer sentences of four to six words.	Start and follow a back and forth conversation with an adult or a peer with many turns. Speaking Use longer sentences of four to six words. Be able to agree or disagree politely.	Be able to start and follow a back and forth conversation with an adult or a peer with many turns. Be able to answer 'why' questions. Speaking Use longer sentences of four to six words. Express a point of view. Begin to use future and past tense.

Personal, Social & Emotional Development

STATUTORY EDUCATIONAL PROGRAMME: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the

important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

<i>Self-regulation Managing Self Building Relationships</i>	Manage transition from parents or carers to Nursery staff Play with increasing confidence on their own or with other children. Express a range of emotions.	Develop friendships with peers. Notice and ask questions about differences, such as skin colour, types of hair, gender, SEN etc. Be increasingly able to talk about and manage emotions. Increasingly follow rules and understand why they are important.	Begin to show effortful control – waiting for a turn and resisting the urge to grab what they want. Play with one or more children, extending and elaborating play ideas Select and use activities to achieve a goal.	Develop their sense of responsibility and membership of a community. Do not always need an adult to remind them of a rule.	Help to find solutions to conflicts and rivalries Develop appropriate ways of being assertive.	Talk with others to solve conflicts. Begin to understand how others might be feeling. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’, or ‘worried’.
SCARF	Me and my relationships	Valuing differences	Keeping safe	Rights and respect	Being my best	Growing and changing
My Happy Mind	My Happy Mind aims to build resilience, self-esteem to help children develop lifelong habits and learn to thrive. My Happy Mind consists of 5 units taught across the year. Meet Your Brain - Learning how brains work Celebrate - Understanding character strengths and celebrating ourselves Appreciate - Developing gratitude as a habit Relate - Building positive relationships Engage - Engaging with the world					
Keeping safe	NSPCC Pants Classroom safety - What are the risks?	Anti-bullying Online safety Fire safety (fireworks) Road safety	NSPCC Pants recap Stranger danger	Anti-bullying recap Online safety Road safety recap	NSPCC Pants recap Sun safety	Anti-bullying recap Online safety Stranger danger recap
Values	Respect	Honesty	Determination	Cooperation	Kindness	Equality

Physical Development
STATUTORY EDUCATIONAL PROGRAMME: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

<i>Gross Motor Fine Motor</i>	Gross Motor Begin to skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and begin to make marks. Fine Motor Hold cutlery and show some support. Use one-handed tools. Show a preference for a dominant hand.	Gross Motor Match developing physical skills to tasks and activities. Choose the right resources to carry out a plan. Collaborate with others to manage large items. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Fine Motor Begin to use a comfortable grip when holding pens and pencils. Begin to hold scissors.	Gross Motor Continue to develop movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use large-muscle movements to wave flags and streamers, paint and make marks. Fine Motor Use one-handed tools and equipment. Show a preference for a dominant hand. Show increasing independence when using cutlery.	Gross Motor Continue to develop movement, balancing, riding (scooters, trikes and bikes) and ball skills. Choose the right resources to carry out a plan. Collaborate with others to manage large items. Fine Motor Develop a comfortable grip with some control when holding pens and pencils To cut straight lines.	Gross Motor Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Fine Motor Use one handed tools with increasing accuracy including tweezers and pegs.	Gross Motor Go up steps and or climb up apparatus, using alternate feet. Start taking part in some group activities which they make up for themselves, or in teams. Fine Motor Cut a curved line by manipulating the paper.
-----------------------------------	---	---	---	--	--	--

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

<i>Comprehension Writing</i>	Comprehension Talk about familiar books, Answer simple questions. Emergent Writing Make marks and give meaning to their marks. Draw freely. Produce a controlled line and pre letter shapes – vertical (top to bottom) and horizontal lines (left to right).	Comprehension Begin to understand concepts about print Emergent Writing To give meaning to their marks. Produce pre letter shapes e.g. anticlockwise circles. Write some or all of their names.	Comprehension Talk about familiar books, and be able to retell a simple story. Emergent Writing Produce pre letter shapes - diagonal lines (top to bottom) and x. Give meaning to marks Add detail to drawings.	Comprehension Answer simple ‘why’ questions. Talk about familiar books and be able to retell a longer story. Emergent Writing Be secure with producing pre letter writing shapes	Comprehension Engage in simple conversations about stories. Learn and use new vocabulary. Emergent Writing Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.	Comprehension Develop a good understanding of the five key concepts about print. Emergent Writing Write a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. Write some or all of their name. Write some letters accurately. Begin to write some CVC words.
----------------------------------	---	--	--	---	--	--

Phonics <i>Phonics at Beavers SSP</i> (see progression document)	Aspect 1 - Environmental Sounds Aspect 2 - Instrumental Sounds	Aspect 1 - Environmental Sounds Aspect 2 - Instrumental Sounds Aspect 3 - Body Percussion	Revise Aspects 1-3 Aspect 6 - Voice Sounds Aspect 7 - Oral Blending and Segmenting	Revise Aspects 1-3,6 Continue to teach Aspects 6-7	Revise Aspects 6-7 Aspect 4 - Rhythm and Rhyme Aspect 5 - Alliteration	Revise Aspects 4-7 Introduce Phase 2 GPCs
---	---	---	---	---	--	--

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

<i>Number Numerical Patterns</i>	Colours Matching Sorting (colour, size, shape)	Numbers 1 and 2 (subitising and counting) Patterns Number rhymes	Numbers 3, 4 and 5 (subitising and counting) Consolidation Number rhymes	Number 6 Height and length Mass and capacity	Sequencing Positional language 2D and 3D shapes	Number composition 1-5
----------------------------------	--	--	--	--	---	------------------------

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

<i>Past & Present People, Culture & Communities The Natural World</i>	Past and Present Begin to make sense of own life history People, Culture & Communities Notice differences between people. The Natural World Body parts - head shoulders knees and toes. Explore and talk about natural things going on around them e.g. notice the weather. Interested in finding out how things work. Introduce vocabulary to describe the weather.	Past and Present Talk about their family and people who are important to them. People, Culture & Communities Continue developing positive attitudes about the differences between people. The Natural World Explore how things work. Use all their senses in hands-on exploration of natural materials. Make observations and describe the weather. Seasons-know the signs of Autumn. Use all their senses in hands-on exploration of natural materials.	Past and Present Make connections between the features of their family and other families. People, Culture & Communities Know the features of their home and nursery. Homes in the past. Handling artefacts The Natural World Seasons-know the signs of Winter. Make observations and describe the weather. Explore ice melting. Where do I live? (features of the local area) Explore how things work. Explore and talk about different forces they can feel.	Past and Present Begin to make sense of their own family history. People, Culture & Communities Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. The Natural World Plant seeds and care for growing plants. Seasons-know the signs of Spring. Make observations and describe the weather.	Past and Present Continue to make sense of their own life and family history People, Culture & Communities Continue developing positive attitudes about the differences between people. The Natural World Begin to understand the need to respect and care for the natural environment and all living things. Observe and care for growing animals (ducklings.) Understand the key features of the life cycle of an animal .	Past and Present My history - getting ready for YR People, Culture & Communities Show interest in different occupations. The Natural World Explore and talk about different forces they can feel. Begin to understand the need to respect and care for the natural environment and all living things. Talk about what they see, using a wide vocabulary. Seasons-know the signs of Summer. Make observations and describe the weather.
---	---	--	---	---	--	--

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

<i>Creating with Materials Being Imaginative & Expressive</i>	Explore paint on large scale Primary colours; red, yellow and blue. Explore percussion instruments Sing simple songs Self portraits Colour matching Painting portraits of people who help in school and friends Expression through a range of marks	Join materials to make simple models. Draw using different types of lines. Dance and move in different ways to journey across the floor Perform well known songs and rhymes in small groups. Natural art Autumnal colours Knowing songs and dances for Christmas Know and explore techniques e.g. rubbings, colour mixing etc.	Building houses from materials e.g construction, reclaimed materials etc. Role play - traditional tales Mix colours and paint characters from stories Puppets Arts Week - separate plan	Make models of bears from malleable materials such as clay or playdough. Use thick brushes with control to create large scale collaborative splatter/drip paintings. How to mix colours Know songs and games about bears Masks	Use puppets to act out well known stories. Story scribe and act out children's own versions of traditional tales. Move to music to show a seed growing into a plant.	Colour mixing and symmetry when creating butterflies. Create homes for animals using blocks and small world resources. Make a minibeast garden Observational drawing - caterpillars Use a selection of wet and dry medium correctly to create animal pictures and patterns Learn songs about pets/dragons etc.
---	--	---	---	--	--	---

Technology in EYFS

The technology strand has been removed from the revised EYFS Framework. However, computing and technology are still important areas to teach in the EYFS to ensure that children enter Year 1 with a strong foundation of knowledge. Computing in the EYFS also ensures that children develop listening skills, problem-solving abilities and thoughtful questioning as well as improving subject skills across the seven areas of learning. We live in a technological world and there is no escape from the reality that technology is integrated into the lives of young children. Just as we ensure the children in our care are ready for the adult world by teaching them maths and literacy, we also make sure that they are fluent in computer literacy and have an understanding of e-safety.

Reception Curriculum Overview 2023-24



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Theme	Marvellous me	Light and Dark	Once upon a time	Come Outside	Creatures great and small	At the Seaside
<i>These themes may be adapted at any point throughout the year to allow for children's interests to lead the learning</i>	Starting school My new class New beginnings People who help us My family My home Celebrating differences What makes me special? Likes and dislikes Autumn People who help us - teachers, caretaker	Night and day animals The dark/night time Staying safe in the dark Fire safety People who help us - firefighters, lollipop ladies/men Celebrations - bonfire night, Diwali Christmas and Nativity Autumn	Traditional tales Acting and retelling stories New Year Who lives in a castle? Spring Bridges and moats Maps People who help us - dentist	Plants and flowers The great outdoors planting seeds/bulbs Gowing - themselves How have I changed? Spring Weather/seasons What plants and animals need to grow Maps Road safety	Farm animals Crops Jobs on the farm Shops and supermarkets - food New life People who help us - police Life cycles Maps	Recycling People who help us - lifeguards Water and sand
Suggested Texts <small>*Diverse and inclusive books</small>	The Colour Monster Ruby's Worry* On the way home Super Duper You* The Lion Inside Lulu's First Day* So Much*	The Nativity Rama and Sita* Binny's Diwali* The Dark The Comet Flashlight - wordless book How to catch a star Spreading my Wings*	Jack and the Beanstalk How to catch a dragon The Knight who wouldn't fight Zog The Brave Knight Billy and the dragon*	Non-fiction texts- growth and change Titch Jack and the Beanstalk Easter story Supertato The most exciting Eid*	What the Ladybird Heard Farmer Duck Life cycle of animal books The girl who loves bugs*	Rosie's Hat Clean Up!* Flotsam - wordless book Sharing a Shell Billy's Bucket It's a no money day* Julian is a Mermaid*
Enrichment opportunities and key events	Autumn walk in school Black History Month Harvest Ms Ames Fun Day	Christmas events Nativity Pantomime Remembrance Day Children in Need Anti bullying week Road safety Fire Brigade visit Nursery Rhyme Week Perform for all dance workshop	Kings and queens banquet Dress up day Lunar New Year Safer Internet Day Pancake Day Arts week Valentines Day Library visit Children's Mental Health Week	Mother's Day Easter Planting Amaryllis - watch it grow Easter egg hunt Eid	Farm visit Police visit Treasure hunt - maps Cooking Food tasting	Trip to West Wittering Father's Day Sports week - Olympic theme Sports day Celebration assembly Transition morning
Parental involvement	Wow moments Home visits Staggered start Family photos Proud clouds Tapestry workshop Lending Library meeting	Wow moments Proud clouds Parents meetings Nativity production Phonics and handwriting workshop Maths workshop Cultural food sharing	Wow moments Proud clouds Drop in reading sessions Stay and play	Wow moments Proud clouds Parents evening Drop in reading sessions Phonics workshop	Wow moments Proud clouds Drop in reading sessions Stay and play	Wow moments Proud clouds End of year report Local walk Drop in reading sessions End of year celebration assembly

Communication & Language

STATUTORY EDUCATIONAL PROGRAMME: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

<i>Listening, Attention & Understanding Speaking</i> <small>C&L is developed throughout the year through high quality interactions, daily group discussions, PSHE times, stories, singing, Drawing Club, Helicopter</small>	Listening skills Listen to others 1:1, in small groups and the whole class. Enjoy listening to stories and can remember what happens. Listen carefully to rhymes and songs, paying attention to how they sound. Attention skills Maintain attention in the whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a	Listening skills Listen in familiar and new situations. Engage in stories that are familiar and new with interest and enjoyment. Attention skills Beginning to know that maintaining attention in new situations e.g. whole school assembly or PE sessions in the hall is important. Shift attention when required e.g. when given a clear prompt - 'name'. Respond Skills	Listening skills Listen attentively in a range of situations and know how to listen carefully e.g. understand they need to look at who is talking to them and think about what they are saying Attention skills Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom Respond Skills	Listening skills Understand why listening is important. Attention skills Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar. Respond Skills Keep play going in response to the ideas of others and engage in conversation relevant to the play theme. Use talk to help work out	Listening skills Listen to and understand instructions about what they are doing, whilst busy with another task. Attention skills Listen and continue with an activity for a short time. Respond Skills Keep play going in response to the ideas of others and engage in conversation relevant to the play theme.	Listening skills Listen attentively and respond to what they hear with relevant questions, comments, or actions. Attention skills Attend to others in play, play cooperatively and can pretend to be someone else talking. Games can be quite elaborate and detailed. Respond Skills Make comments about what they have heard and ask questions to
--	---	---	---	--	---	--

<p><i>Stories, assemblies and interventions</i></p>	<p>time. Respond skills Respond Skills Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g. 'hands on top, everybody stop' Understanding skills Follow 1 step instructions e.g. put the bookbag in the drawer. Understand 'why' questions. Speaking skills Use sentences of 4-6 words. Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. Begin to use social phrases e.g. 'good morning!' Use talk to organise themselves and their play</p>	<p>Make relevant comments when listening to a story and can answer 'why' questions. Link events in a story to their own experiences. Ask questions to find out more and to check they understand what has been said to them. Respond to others appropriately in play. Engage in story times. Engage in non-fiction books. Understanding skills Follow instructions with 2 parts in familiar situations. Speaking skills Use intonation to make meaning clear to others. Start a conversation with peers and familiar adults and continue it for many turns. Use simple conjunctions in talk to link thoughts 'and' 'because'. Retell a past simple event e.g. a celebration or event at lunchtime.' Recognise words that rhyme or sound similar e.g. "cat and hat Develop social phrases – "good morning, how are you?"</p>	<p>Make predictions about what might happen next or story endings in response to texts read. Engage in non-fiction books. Link events in a story to their own experiences. Introduce a storyline into their play. Understanding skills Consider the listener and take turns to listen and speak in different contexts. Speaking skills Use talk to pretend objects stand for something else in play. Demonstrate use of past tense verbs, such as "ran" or "fell" but may still get confused. Offer explanations for why things happen. Describe events that happen in their day.</p>	<p>problems and organise thinking and activities to explain how things work and why they might happen. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Understanding skills Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding. Retell a story with exact repetition Speaking skills Use talk to clarify thinking, connect ideas and share thinking with others. Articulate their ideas and thoughts in well-formed sentences. Retell/create their own stories for teacher scribing. Use simple conjunctions 'and', 'because'. Use talk to help work out problems and organise thinking and activities.</p>	<p>Ask and answer 'what', 'where', 'when', and 'what could we do next' questions. Understanding skills Carry out a series of 3 directions. Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play. Understand 'how', 'why' and 'where' questions. Speaking skills Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Describe an event in the correct order and some detail. Give some details that they know are important and will influence the listener e.g. "Mohammed fell over that stone, Adam didn't push him". Express ideas about feelings and experiences. Articulate their ideas in sentences. Show that they can use language to reason and persuade, e.g. "Can I go outside because it's stopped raining?"</p>	<p>clarify thinking. Respond by asking if unsure and use words specifically to make meaning clear e.g. "I didn't want my yellow gloves; I wanted the spotty ones that match my hat" Understanding skills Retell a story with some exact repetition and in their own words. Understand that words can be put into groups or categories, and give examples from each category e.g. animals. Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them e.g. soon, early, and late; square, triangle and circle; soft, hard, and smooth. Speaking skills Articulate and create an imaginary story of their own in play or in writing. Speak clearly in well formed sentences of increasing length with some detail. e.g. "I made a big round pizza with tomato, cheese and ham on top" Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas, join phrases with words such as 'if', 'because', 'so', 'could' e.g. "I can have a biscuit if I eat all my dinner"</p>
---	--	---	---	--	--	--

<p>Ongoing throughout the year</p>	<ul style="list-style-type: none"> • Learn new vocabulary • Use new vocabulary in different contexts • Use new vocabulary throughout the day in discussions and conversations. • Learn new rhymes, poems, and songs.
------------------------------------	--

<p>LINKS TO Y1 The Reception Year provides the foundation for communication and language skills the children will build upon in Year one.</p>	<p>In Y1-6 children continue to build on the oral language skills developed in the early years foundation stage.</p> <p>Children will develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.</p> <p>Teachers will pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole. National Curriculum, 2014</p>
--	---

Personal, Social & Emotional Development
 STATUTORY EDUCATIONAL PROGRAMME: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

<p>PSED <i>Self Regulation Managing Self Building Relationships</i></p>	<p>Self Regulation Aware of own feelings, can talk about feelings using words like 'happy', 'sad', 'angry'. Welcome distractions when upset. Understand behavioural expectations of the setting. Beginning to understand why rules are important. Managing Self Know what they like and do not like. Understands there are rules in the</p>	<p>Self Regulation Can show concern for others and show awareness of how their actions may impact on others. Talk with others to solve conflicts. Can identify how they are feeling on the emotions board. Begin to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Can usually tolerate delay</p>	<p>Self Regulation Can show pride in achievements by showing work to others. Can make choices and communicate what they need. Understand behavioural expectations of the setting. Managing Self Take pride in themselves, work, and achievements. Can explain right from wrong and try to behave accordingly.</p>	<p>Self Regulation Can name people in school they can turn to if they help or are worried. Understand how to use the 'happy breathing' exercise to help with big feelings. Understand why listening is important and attend to other people both familiar and unfamiliar. Managing Self Happy to stand up in front of the</p>	<p>Self Regulation Initiate an apology where appropriate. Begin to know that others may in different ways to them. Can follow instructions, requests, and ideas in a range of situations. Can talk about their own abilities positively. Managing Self Confidence to try new activities and say why they like some activities</p>	<p>Self Regulation Understands some strategies to deal with anger and frustration. Able to identify and moderate own feelings. Can negotiate with others to solve problems and take steps to resolve conflict and think about the perspectives of others. Engage in challenges and take responsibility for their own learning. Plan, adapt, persist, and review own</p>
--	---	--	---	---	---	--

	<p>classroom to follow and expectations for behaviour. Can independently organise themselves in the morning e.g., bookbag in tray, coat on peg, water bottle on table, name card in basket. Can manage their own personal hygiene e.g., toileting. Can follow 1 step instructions.</p> <p>Building Relationships Build constructive and respectful relationships. Engage in positive interactions with adults and peers. Play alongside one or more children.</p>	<p>when needs are not immediately met.</p> <p>Managing Self Can talk about what they are doing and why. Can independently choose areas they would like to play in or resources they would like to use. Can say when they help. With some support can get dressed and undressed e.g. dressing up, coat, rainsuit. Can follow instructions with 2 parts. Begin to share and take turns.</p> <p>Building Relationships Continue to build constructive and respectful relationships. Seek familiar adults and peers to engage in conversations and ask for help.</p>	<p>Can independently manage their own needs; eating and drinking and communicating their own needs in relation to being thirsty, hungry, tired, using the toilet. Consider the listener and take turns to listen and speak in different contexts. Can identify kindness and considerate behaviour of others.</p> <p>Building Relationships Seek others to share activities and experiences.</p>	<p>class and share achievements with others. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time' and having a good sleep routine. Can get dressed and undressed for Forest School sessions. Begin to show persistence when faced with challenges. Know how to be a safe pedestrian. Can talk about healthy and unhealthy foods. Know it is important to work together to look after our classroom resources and our school grounds. Can keep play going by cooperating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.</p> <p>Building Relationships Use language to negotiate, play and organise.</p>	<p>more than others. Show resilience and perseverance, a belief that with more effort or with a different approach success will occur. Understands rules linked to road safety. Can follow directions with 3 parts. Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources.</p> <p>Building Relationships Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration.</p>	<p>progress.</p> <p>Managing Self See themselves as a unique and valued individual, talk about self, abilities, and interests in positive terms. Can seek out a challenge and enjoy the process. Understands what it means to keep healthy, has knowledge of food groups including healthy foods and knows exercise keeps the body healthy. Can take account of the ideas of others about how to organise and activity. Can show sensitivity to others' needs and feelings.</p> <p>Building Relationships Can resolve conflict and is able to compromise. Take responsibility for their own actions. Show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.</p>
All areas are interconnected, personal, social and emotional skills are developed throughout the year through adult modelling and guidance. Children will develop many accepts of communication including using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way						
SCARF	<p>Me and my relationships All about me What makes me special Me and my special people Who can help me? My feelings</p>	<p>Valuing differences I'm special, you're special Same and different Same and different families Same and different homes I am caring! am a friend</p>	<p>Keeping safe What's safe to go onto my body Keeping myself safe What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe</p>	<p>Rights and respect Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money</p>	<p>Being my best Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep</p>	<p>Growing and changing Seasons Life stages - plants, animals, humans Life stages - human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys</p>
My Happy Mind	My Happy Mind aims to build resilience, self-esteem to help children develop lifelong habits and learn to thrive. My Happy Mind consists of 5 units taught across the year. Meet Your Brain - Learning how brains work Celebrate - Understanding character strengths and celebrating ourselves Appreciate - Developing gratitude as a habit Relate - Building positive relationships Engage - Engaging with the world					
Keeping safe <i>Safety awareness is developed throughout the year through high quality interactions in the provision, daily group discussions and role modelling</i>	NSPCC Pants Classroom safety - what are the risks?	Anti-bullying Online safety Fire safety (fireworks, fire brigade visit)	NSPCC Pants recap Stranger danger	Anti-bullying Online safety Road safety	NSPCC Pants recap Sun safety Police visit	Anti-bullying Online safety Stranger danger recap
Values	Respect	Honesty	Determination	Cooperation	Kindness	Equality
LINKS TO Y1 The Reception Year provides the foundation for many skills the children will build upon in Year one.	<p>Me and my relationships Name a variety of different feelings and explain how it makes them feel. Think of different ways of dealing with 'not so good' feelings. Be able to know when they need help and who to go to for help. Identify different classroom rules.</p>	<p>Valuing differences State differences and similarities between people. Explain why things may seem unfair even if they are not.</p>	<p>Keeping safe Recognising strong negative feelings to support in staying safe. Being able to identify ways to stay healthy. Identifying when medicines might be harmful to a person.</p>	<p>Rights and respect Giving examples of ways in which to look after ourselves and the environment - at school or home. Understanding how to look after money.</p>	<p>Being my best Developing strategies of what can be done if something is difficult. Explain why certain foods are healthy and why it is important to eat at least five portions of vegetables/fruit a day.</p>	<p>Growing and changing Identify an adult to talk to both at home and school when help is required. List things developmental changes from toddler to now. Explain what some parts of the body do.</p>
Physical Development						

STATUTORY EDUCATIONAL PROGRAMME: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Through access to continuous provision, children will...

- Develop the overall body strength, coordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop overall body-strength, balance, coordination, and agility. develop the foundations of a handwriting style which is fast, accurate and efficient.

<i>Non-Statutory Development Matters (2021) Guidance</i>	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
--	---	---	---	---	---	---

<i>Gross Motor</i>	Gross Motor Develop skills needed to manage the school day successfully: lining up and queuing; mealtimes; personal hygiene	Gross Motor Revise and refine fundamental movement skills already acquired: rolling; crawling; walking; jumping; running; hopping; skipping and climbing Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Gross Motor Know and talk about different factors that support overall health and wellbeing; regular physical activity; healthy eating; tooth brushing; sensible amounts of screen time; good sleep routine; being a safe pedestrian.	Gross Motor Use a comfortable grip with good control when holding pens/pencils. Be more independent whilst eating. Cut food and pour water from a jug.	Gross Motor Throw with accuracy at a target, including both over arm and under arm. Climb over a range of climbing frames using their upper body strength. Be active for longer periods.	Gross Motor 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.
--------------------	---	--	---	--	--	---

Fine Motor development

Fine motor skills are the small movements used for control and precision during activities. It is important to recognise that the development of fine motor skills happens through daily access to resources, activities and opportunities provided through continuous provision e.g. play dough, precision activities, building and creating, colouring, puzzles etc. All areas of learning are interconnected and not all learning has a predetermined outcome.

LINKS TO Y1 The Reception Year provides the foundation for many skills the children will build upon in Year one. Y1 Expectations from Get Set 4 PE	Dance I am beginning to use counts. I can copy, remember and repeat actions. I can move confidently and safely. I can use different parts of the body in isolation and together. I can work with others to share ideas and select actions. I choose appropriate movements for different dance ideas. I say what I liked about someone else's performance. I show some sense of dynamic and expressive qualities in my dance.	Fundamentals I can change direction when moving at speed. I can recognise changes in my body when I do exercise. I can run at different speeds. I can select my own actions in response to a task. I can show hopping and jumping movements. I can work cooperatively with others to complete tasks. I show balance and coordination when static and moving at a slow speed.	Games I can catch a beanbag and a medium-sized ball. I can roll a ball towards a target. I can strike a ball using my hand. I can track a ball that is coming towards me. I know how to score points. I understand the rules and I am beginning to use these to play honestly and fairly. I understand when I am successful. I am beginning to dribble a ball with my hands and feet. I can change direction to move away from a defender. I can recognise space when playing games. I can send and receive a ball with my hands and feet. I can use simple rules to play fairly. I move to stay with another player when defending.	Body Management I am confident to perform in front of others. I can link simple actions together to create a sequence. I can make my body tense, relaxed, stretched and curled. I can remember and repeat actions and shapes. I can say what I liked about someone else's performance. I can use the apparatus safely and wait for my turn. I can recognise how yoga makes me both feel physically and mentally. I can remember and repeat actions, linking poses together. I can show an awareness of space when travelling. I can work with others to create poses	Net and Wall I can hit a ball using a racket. I can throw a ball to land over the net and into the court area. I can track balls and other equipment sent to me. I can use a ready position to move to the ball. I know how to score points. I recognise changes in my body when I do exercise. I show honesty and fair play when playing against an opponent.	OAA I can communicate simple instructions. I can follow instructions. I can follow a path and lead others. I can listen to others' ideas. I can suggest ideas to solve tasks. I can work with a partner and a small group. I understand the rules of the game
--	---	--	--	--	---	--

Literacy

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

<p><i>Comprehension</i> <i>Word Reading</i> <i>Writing</i></p>	<p>Comprehension Listen and enjoy sharing a range of books. Hold a book correctly, handle it with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud Word Reading Hear general sound discrimination and be able to orally blend and segment. Writing Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write some or all of their name, copying it from a name card or try to write it from memory.</p>	<p>Comprehension Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from a book or role-play. Word Reading Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme. Writing Copy adult writing behaviour e.g. writing on a whiteboard, writing messages. Make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p>	<p>Comprehension Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by the experience of books (small world, role play). Word Reading Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme. Writing Form lower-case and some capital letters correctly. Write captions with plausible attempts at words. Develop increasing accuracy with letter formation, including letter size. Use appropriate letters for initial sounds.</p>	<p>Comprehension Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play is influenced by the experience of books. Word Reading Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words. Writing Build words using known letter-sound correspondences in own writing Write simple sentences with words with known sound letter correspondences. Begin to use full stops.</p>	<p>Comprehension Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry). Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where the answer is clearly signposted. Play is influenced by experience of books - gestures and actions used to act out a story, event or rhyme. Word Reading Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Writing Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Write simple sentences using phonetic knowledge. Form most letters accurately.</p>	<p>Comprehension Play is influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Recall the main points in text in the correct sequence, using their own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them. Word Reading Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense Writing Show awareness of the different audiences for writing. Write short sentences with words with known letter sound correspondences using a capital letter and full stop.</p>
<p>Phonics</p>	<p>Phonics at Beavers SSP (see progression document)</p>					
<p><i>Drawing Club texts</i> <i>Picture books</i> <i>Traditional tales</i></p>		<p>Room on the Broom The Gingerbread Man A Dark, Dark Tale Hansel and Gretel Not Now Bernard</p>	<p>The Hairy Toe The Magic Porridge Pot What's in the Witch's Kitchen? Goldilocks and the Three Bears</p>	<p>The Giant Jam Sandwich Jack and The Beanstalk The Three Billy Goats Gruff Rosie's Walk The Bad Seed</p>	<p>The Tiger who Came to Tea Penguin Little Red Hen</p>	<p>Where the Wild Things Are Would you rather? Pirate Pete Chicken Licken</p>
<p>Helicopter Story Development</p>	<p>Adults scribe and write down word for word, the child decides which part he/she would like to play and then act out the story on a simple stage.</p>	<p>Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading, scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.</p>	<p>Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC word and the adult continues to write the other parts of the story.</p>	<p>More phonetically correct words are written by the child along with common words, e.g. 'the' and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words.</p>	<p>Child is motivated to write more and becomes the scribe, eventually they are writing complete phrases. May still need a phonics mat to support.</p>	<p>Child confident to write a simple short story. May still need a phonics mat to support.</p>
<p>LINKS TO Y1 The Reception Year provides the foundation for many skills the children will build upon in Year one.</p>	<p>Writing composition Say out loud what they are going to write about. Compose a sentence orally before writing it. Sequence sentences to form short narratives. Re-read what they have written to check that it makes sense. Discuss what they have written with the teacher or peers. Read aloud their writing clearly enough to</p>	<p>Genres covered in Y1 Instructional - Recipes Narrative - Beegu Informative - non-chronological leaflet Poetry</p>	<p>Vocabulary, Grammar & Punctuation Know the job of a capital letter and full stop and use them accurately to mark a sentence. Create question sentences and use a question mark to punctuate it correctly. Mark statement and command sentences with an exclamation mark. Identify a statement, question, command, and exclamation sentence by its punctuation.</p>	<p>Vocabulary, Grammar & Punctuation Understand that nouns are objects, people, and places. Use capital letters for proper nouns: people, places, days of the week and I. Understand the job of an adjective and start to identify them in sentences. Begin to use adjectives to create simple noun phrases</p>	<p>Vocabulary, Grammar & Punctuation Use talk to organise events and experiences. Write in past tense and use simple past tense verbs. Write in the present tense To be able to use the conjunctions "and", "but" and "because" to create compound sentences. Discuss word meaning of new words.</p>	<p>Reading summary Discuss events Predict events Link reading to your own experience. Infer what characters are like from actions. Ask and answer questions about texts. Discuss favourite words and phrases. Listen to and discuss a wide range of texts. Recognise and join in with recurring language.</p>

	be heard by their peers and the teacher.					Explain and discuss understanding of texts. Discuss the significance of the title and events. Make inferences on the basis of what is being said and done.
--	--	--	--	--	--	--

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

Ongoing mathematical skill development throughout the year	<ul style="list-style-type: none"> • Link the number symbol with its cardinal number value • Count beyond ten. • Compare numbers • Understand the 'one more/one less than' relationship between consecutive numbers • Compare length, weight, and capacity. • Select, rotate, and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
--	---

Mathematical coverage	Getting to Know You Time to play and get to know the children Just Like Me! Match and sort Compare amounts Compare size, mass and capacity	It's me 1,2,3 Representing 1, 2 and 3 Comparing 1, 2 and 3 Circles and triangles Positional language Light and Dark Representing numbers to 5 One more or less	Alive in 5! Introducing zero comparing numbers to 5 Composition of mass Compare capacity Growing 6,7,8 6, 7 and 8 Combining two amounts Making pairs Length and height Time	Building 9 and 10 Counting to 9 and 10 Comparing numbers to 10 Bonds to 10 3D shapes Spatial awareness Patterns	To 20 and Beyond Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning Match, rotate, manipulate First, Then, Now Adding more Taking away Spatial reasoning Compose and decompose	Find My Pattern Doubling Sharing and grouping Even and odd Spatial reasoning Visualise and build On the Move Deepening understanding Pattern and relationships Spatial mapping Mapping
-----------------------	---	---	---	--	---	--

LINKS TO Y1 The Reception Year provides the foundation for many skills the children will build upon in Year one.	Number and place value (within 20) Use the language of: equal to, more than, less than (fewer), most, least Identify and represent numbers using objects and pictorial representations including the number line	Addition and subtraction (within 20) Read and write numbers from 1 to 20 in numerals and words	Number and place value (within 100) Begin to recognise the place value of each digit in a two-digit number (tens, ones)	Fractions Recognise, find and name a half as one of two equal parts of an object, shape or quantity	Fractions Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	Multiplication and Division Count in multiples of twos, fives and tens solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations
	Comparing & Estimating Compare, describe and solve practical problems for: lengths and heights, mass/weight, time	Number Bonds Represent and use number bonds and related subtraction facts within 20 0(addition and subtraction Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	Shape Recognise and name common 2-D and 3-D shapes	Positional Language Describe position, direction and movement, including half, quarter and three quarter turns	Money Recognise and know the value of different denominations of coins and notes	Time Tell the time to the hour and half past the hour Recognise and use language relating to dates, including days of the week, weeks, months and years

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

Characteristics of effective teaching and learning	The EYFS statutory framework outlines an expectation that practitioners reflect on the different ways in which children learn, the characteristics of effective learning form the bedrock of teaching and understanding the world. These are: <ul style="list-style-type: none"> • playing and exploring - children investigate and experience things, and 'have a go' • active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. It is important to recognise that learning does not always fit into boxes. Our play-based and child-centred approaches encourage learning to follow where the child's interest and curiosity leads. Through a balance of guided, planned teaching and pursuing children's own learning within an enabling environment the children will begin to make sense of the physical world and their community. This document shows the knowledge, skills and understanding of what we plan to teach and the planned for experiences we will provide. This is in addition to following children's interests and their curiosity about their world.
---	---

RE Widening Horizons Syllabus	Children will have the opportunities to develop their Personal, Social and Emotional skills through: <ul style="list-style-type: none"> • responding to stories from religious and other traditions by reflecting on their own feelings and experiences and exploring them in different ways 	Children will have the opportunities to develop their skills in Communication and Language through: <ul style="list-style-type: none"> • talking about the key elements associated with particular religious and other celebrations, ceremonies and commemorations, including those linked to festivals 	Children will have the opportunities to develop their Understanding of the World through: <ul style="list-style-type: none"> • visiting places of worship and meeting people of different religions and worldviews • handling artefacts with curiosity and respect 	Children will have the opportunities to develop their skills in Expressive Arts and Design through: <ul style="list-style-type: none"> • responding creatively, imaginatively and meaningfully to memorable experiences • thinking about and expressing meanings associated with
---	--	---	---	---

	<ul style="list-style-type: none"> exploring the words and actions of people from different religions and worldviews and deciding what they might think, say or do in certain situations talking about some of the ways in which people show care, concern and love for each other and why this is important thinking about issues of right and wrong and how human beings help and support one another. 	<p>and rites of passage</p> <ul style="list-style-type: none"> talking about artefacts, places and rites and rituals associated with the main religions and worldviews asking and answering questions about religions and worldviews as they occur within their everyday experiences. 	<ul style="list-style-type: none"> learning to use vocabulary which is specific to the major religions and worldviews sharing their own experiences and feelings with those of others and reflecting upon them. 	religious and other events, objects and places
--	---	---	---	--

<p><i>Past & Present People, Culture & Communities The Natural World Mapping</i></p>	<p>Past and Present Know the members of their immediate family and the relationship to them, name and describe people who are familiar to them.</p> <p>People, Culture & Communities Talk about members of their school and community. (celebrate differences in the class, birthdays, family, adults in school)</p> <p>The Natural World Know and talk about the features of the immediate environment using new vocabulary. Observe and explore the natural world around them. Observe seasonal changes (autumn) and how the seasons can affect the natural world.</p> <p>Mapping Know that features of their immediate environment can be represented with objects and on paper e.g., classroom maps, story map around school, seating maps, outside area map.</p>	<p>Past and Present Begin to know how to use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p>People, Culture & Communities Begin to understand that people have different beliefs and celebrate special times in different ways. Begin to know some similarities and differences between life in this country and life in other countries.</p> <p>The Natural World Touch, smell and hear the natural world during hands-on experiences. Focus on specific areas of the natural world when observing (seasonal change e.g. frost) Observe and explain the weather associated with autumn and how this affects the world around them.</p> <p>Mapping Know how to use technology in exploring mapping - a BeeBot (or similar) and begin to show spatial awareness. Use positional language i.e., under, besides, on top of etc.</p>	<p>Past and Present Know how to observe and describe things that have changed and stayed the same during their life. Comparing seasons, objects, animals, and people using vocabulary of change.</p> <p>People, Culture & Communities Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects - through non-fiction texts, stories, visitors, celebrations.</p> <p>The Natural World Talk about how we care for the natural world around us. Describe and comment on what they have seen outside Recognise some environments that are different to the one in which they live. Begin to recognise, know, and describe features of different places - look closely at similarities and differences.</p> <p>Mapping Program a BeeBot (or similar) or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side.</p>	<p>Past and Present Know how to observe and describe things that have changed and stayed the same during their life. Describe images of familiar situations in the past using books. Identify features of growth and change in humans.</p> <p>People, Culture & Communities Understand the value of being curious and interested in finding out about people within their own community and in other countries.</p> <p>The Natural World Identify features of growth and change in humans. Comment and ask questions about their immediate environment. Observe and explore the natural world around them. Observe seasonal changes (spring) and how the seasons can affect the natural world. Observe natural processes - growing plants.</p> <p>Mapping Complete a simple BeeBot (or similar) program using a grid map or carpet squares. Identify how technology is used to share information e.g., google maps</p>	<p>Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>People, Culture & Communities Know some places that are special to members of their local community (looking closely at special places close to home and school). Develop an understanding of special jobs in the community - people who help us.</p> <p>The Natural World Continue to identify important processes in the natural world around them including the seasons. Comment and ask questions about their immediate environment. Develop a deeper understanding of animals and know how to care for them.</p> <p>Mapping Draw information from a simple map and identify landmarks of our local area walk. Draw simple maps of the immediate environment.</p>	<p>Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class e.g. seaside then and now</p> <p>People, Culture & Communities Recognise that people have different beliefs and celebrate special times in a different ways.</p> <p>The Natural World Recognise some environments that are different to the one in which they live - e.g. hot countries. Observe and explore the natural world around them. Observe seasonal changes (summer) and how the seasons can affect the natural world. Identify ways to help look after the planet e.g. recycling. Describe what they see, hear and feel whilst outside.</p> <p>Mapping Create own maps using grid paper and symbols (x marks the spot treasure maps linked to seaside)</p>
--	---	---	---	--	---	--

<p>LINKS TO Y1 The Reception Year provides the foundation for many skills the children will build upon in Year one.</p>	<p>History - My Locality (my grandparents lives) My <i>parents'</i> parents are <i>my</i> grandparents. Life is different in different generations and my grandparents' generation was different to mine. Where my grandparents are from. What entertainment/technology/etc my grandparents had.</p> <p>History - Settlement (women in flight) What flying is (and is not e.g. gliding, falling, etc) How flying works How aviation relates to our school and wider locality General history of flight Female Significant Individuals</p>	<p>Geography - Place (Hounslow) I live in Hounslow Town. That a town is generally larger than a village, but smaller than a city. The full title of my home and school address. The location of Beavers Community Primary School in relation to my house. The name and location of 3 significant human and physical features of Hounslow on a map: Heathrow Airport, Hounslow Heath, Treaty Centre.</p> <p>Geography - Space (United Kingdom) The country I live in is England and England, Scotland, Wales and Northern Ireland make up the four countries in the United Kingdom. The names of all four capital cities of the countries that make up the United Kingdom. The name of the seas (English Channel, North Sea, Irish Sea and the Atlantic Ocean) that surround the United Kingdom . Locate all countries, capital cities and surrounding seas on a map of the UK including a digital map. The name and location of 1 significant human and or physical feature within each of the four countries in the United Kingdom</p>	<p>Science - Animals including humans Name basic parts of the human body. Know which body part is associated with each sense. Identify and group animals. Name and label the basic parts of an animal. Know some similarities and differences between different animals. Sort animals according to their diet and define what a herbivore, carnivore and omnivore is.</p> <p>Science - Plants Label the basic parts of a plant. Observe a bean growing and record their observations. Identify different types of plants Children to name some wild and garden plants. Identify the difference between evergreen and deciduous trees</p> <p>Science - Seasonal change Describe weather changes throughout the year. Observe the seasons and what happens in them.</p> <p>Science - Materials Identify and compare the materials everyday objects are made from: wood, plastic, glass, metal, water, rock. Distinguish between an object and the material which it is made from e.g. a table made from wood. Investigate the suitability of materials for a specific purpose e.g. plastic works better for an umbrella because it is waterproof</p>
--	---	---	--

Expressive Arts & Design
STATUTORY EDUCATIONAL PROGRAMME: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and

depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.						
<i>Artist Studies</i>	Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them.					
	Artist - Andy Warhol (<i>pop art self portraits</i>)	Artist - Kandinsky (<i>black and white process art</i>)	Artist - Paul Klee (<i>Castles and Sun</i>)	Artist - Claude Monet - (<i>The Water-Lily Pond</i>)	Artist - Henri Rousseau (<i>Tiger in a Tropical Storm</i>)	Artist - Katsushika Hokusai - (<i>The Great Wave</i>)
<i>Creating with Materials</i>	Understand how to grip a pencil comfortably and explore making marks, creating lines and circles. Give meaning to marks made. Explore colours and how colours can be changed. Identify light and dark colours. Understand how different materials/textures feel and explore freely e.g. malleable, fabrics, natural. Use one handed tools and equipment, for example, making snips in paper with scissors.	Observational drawing of pumpkins and squashes. Understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects. Print with sponges and rollers, shapes. Inspiration Mondrian (primary colours) & Kandinsky (shapes). Junk modelling with different materials. Junk modelling will continue to be offered in continuous provision. Use simple joins when using different materials to create 3D work, e.g. sellotape, masking tape, stick glue. Use scissors to cut in a straight line.	Show different emotions in their drawing e.g. happiness, sadness. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore different paint types - watercolour, powder paint, acrylic, ready mix paint. Create work to celebrate special days e.g. decorations (paper chains, bunting) for lunar new year, valentine's Day. Use scissors to cut curved lines. Arts Week - separate plan	Observational drawing- flowers Colours in nature and how they can be applied to art in the style of Monet. Print with natural objects/food e.g. leaves, pine cones. Transient art Weaving (natural and manmade materials)	Observational drawings - real fish. Show accuracy and care in their drawing. Explore shades of colour and how to make different shades. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Explore using different brush types.	Produce more detailed work and say what they have included. To be able to choose a particular colour for a purpose. Paint through inspiration, feeling, observation or imagination. Evaluate their own work and others, suggest how work can be improved. To be able to create using their own ideas and explain the choices. Sewing using a pre-running stitch with natural resources. Be able to select tools and techniques needed to assemble and join materials they are using for a specific reason. Use scissors for a particular purpose when combining different media and materials.
<i>Being Imaginative and expressive</i>	Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. Uses available resources to create props or creates imaginary ones to support play. Develop storylines through small-world or roleplay		Retell parts of familiar stories through use of puppets, toys, masks or small-world. Create more complex narratives in their pretend play, building on the contributions of their peers.		Invent, adapt and recount narratives and stories with peers and their teacher. Creates representations of both imaginary and real-life ideas, events, people and objects. Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping	
LINKS TO Y1 The Reception Year provides the foundation for many skills the children will build upon in Year one.	Art -Drawing, surface and texture (spirals) Drawing can use your whole body Artists can be inspired by moods and emotions Artists can make marks using different tools Primary and secondary colours Prints can be made in a variety of ways Understand that everyone's sketchbook will look different Art - Drawing, painting, surface and texture, working in 3D (making birds) That we can transform 2D to 3D We can work from similar stimuli but end up with very different individual results. Secondary colours can be created using different media Artists use different marks to show different textures and direction That we can test out ideas in our sketchbooks		Design & Technology - Textiles To know that 'joining technique' means connecting two pieces of material together. To know that there are various temporary methods of joining fabric by using staples, glue or pins. To understand that different techniques for joining materials can be used for different purposes. To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. To know that drawing a design idea is useful to see how an idea will look. Design & Technology - Mechanisms To know that a mechanism is the parts of an object that move together. To know that a slider mechanism moves an object from side to side. To know that a slider mechanism has a slider, slots, guides and an object. To know that bridges and guides are bits of card that purposefully restrict the movement of the slider.		Music - Charanga (units - Introducing beat, rhythm & pitch, tempo & dynamics, improvisation) Find the steady beat. Talk about feelings created by the music. Recognise some band and orchestral instruments. Describe tempo as fast or slow. Describe dynamics as loud and quiet. Sing in unison. Explore ways of representing high and low sounds, and long and short sounds, using symbols Understand the difference between creating a rhythm pattern and a pitch pattern. Choose a song/songs to perform to a well-known audience.	

Technology in EYFS

The technology strand has been removed from the revised EYFS Framework. However, computing and technology are still important areas to teach in the EYFS to ensure that children enter Year 1 with a strong foundation of knowledge. Computing in the EYFS also ensures that children develop listening skills, problem-solving abilities and thoughtful questioning as well as improving subject skills across the seven areas of learning. We live in a technological world and there is no escape from the reality that technology is integrated into the lives of young children. Just as we ensure the children in our care are ready for the adult world by teaching them maths and literacy, we also make sure that they are fluent in computer literacy and have an understanding of e-safety.