"Successful learners, Teamwork, Aspire and Achieve, Right, Respect and Responsibilities and Shine."

EYFS Curriculum – 2023/2024

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment		Baseline Assessment Writing, comm&lang Name Writing Writing Grip/dominant hand	Name Writing Writing Grip/dominant hand Number Check point. Phonic Assessment	ELG predictions Name Writing Writing Grip/dominant hand Independent Write	Name Writing Writing Grip/dominant hand Number Check point Phonic Assessment	Name Writing Phonic assessment Writing Grip Independent Write and Recall.	EYFSP Transition Records
Core texts	Starlets	Nursery Rhyme Focus Rosie's Walk The Little Red Hen	Goldilocks and the three bears (Trad tale) Polar Bear Polar Bear We're Going on a Bear Hunt (Reading Spine)	Dear zoo (Reading spine) Handa's Hen	Oliver's Vegetables Jaspers Beanstalk (Reading Spine) The Very Hungry Caterpillar (Reading Spine)	The Runaway Train Mr Gumpy's outing (Reading Spine) On the moon	Sandcastle Sharing a shell Bright Stanley
	Reception	The 3 little pigs (Trad Tale) Farmer Duck (Reading Spine) The Little Red Hen The dot	Little Red Riding Hood (Trad tale) Owl Babies (Reading Spine) Stick Man	Handa's Surprise (Reading Spine) Anansi the spider	Jack and the Beanstalk (Trad tale) Mr Wolf's Panckaes	The Train Ride (Reading Spine) Whatever Next (Reading Spine)	Lucy and Tom at the Seaside. Rainbow Fish Sally and the limpet
Topic Themes Starlets		Over, under, up and down.	Beware Bears!	Animal Adventures	What's in the garden?	Honk Honk, toot, toot	At the seaside
Topic Themes Reception		Down upon the farm	Forest Fun	Amazing Africa	In the garden	Journeys	At the seaside

Cultural capital	Sept 15th International Dot Day (The dot) Harvest	Nov 5th Bonfire Night Nov 11th Remembrance Day Nov 13th Diwali Nov 30th St Andrews Day Dec 25th Christmas Day Fire engine visit	Feb 10th Chinese New year – Year of the Dragon. Feb 14th Valentine's Day	Feb 13th Shrove Tuesday March 10th Mother's day March 31st Easter Sunday March 1st St David's Day March 17th St Patrick's Day	April 23rd St George's Day April Beep Beep Day	June 29th International mud day. June 16th Father's Day

Areas of Learning

Phonics

Starlets

Phase 1

Aspect 1: General sound discrimination- Environmental sounds.
Aspect 2: General sound discrimination – Instrumental sounds.
Aspect 3: General sound discrimination – Body percussion.
Aspect 4: Rhythm and rhyme
Aspect 5 Alliteration
Aspect 6: Voice Sounds
Aspect 7: Oral blending and segmenting

Reception Rocket phonics

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Letter-sounds	Recognises, says and identifies s, a, t, i, p, n, m, d, g, o, c, k	Recognises, says and identifies ck, e, u, r, h, b, f, ff, l, ll, ss Letter formation	Recognises, says and identifies j, v, w, x, y, z, zz, qu	Recognises, says and identifies ch, sh, th, ng, ai, ee, igh, oa, oo, oo	Recognises, says and identifies ar, or, ur, ow, oi, ear, air, ure, er	Recognises, says and identifies wh, ph, ay, a–e, a, e–e, ie, ea
Blending	Can orally blend words	Can blend simple words using known letter-sounds Reads Pink Rocket Phonics* books	Can blend simple words using known letter-sounds Reads Pink/Red Rocket Phonics* books	Can read words with different structures, e.g. CCVC, CVCC, CCVCC Reads Red Rocket Phonics* books	Can read words with adjacent consonants Reads Red/Yellow Rocket Phonics* books	Reads Yellow Rocket Phonics books Reads Yellow/Blue Target Practice reading books

		Segmenting	Can orally segment words with support	**Segmenting**	Can segment simple words with support	**Segmenting**	Can segment simple words with support	**Segmenting**	Can segment and write simple words	**Segmenting**	Can segment and write simple words	**Segmenting**	Writes simple sentences
		Letter formation	Begins to form letters correctly with support	**Letter formation**	Forms most taught letters correctly	**Letter formation**	Forms most taught letters correctly	**Letter formation**	Forms most taught letters correctly	**Letter formation**	Forms letters correctly	**Letter formation**	Forms letters correctly; sits letters on writing line
		CEW	I to the no go into	**CEW**	I to the no go into	**CEW**	he she me we be you was they all are my her	**CEW**	he she me we be you was they all are my her	**CEW**	Some, one said come so do so where when have there out like little what	**CEW**	Some, one said come so do so where when have there out like little what
Phonic workbook expectations		Whole class/small group letter formation		Introduce booklets. (Set section expectations through whole class teaching.) • Small group work cvc writing using known sounds. • Unscramble cvc words.		• Whole class - word and short phrases e.g., it is hot. • Continue to develop use of phonic booklets. Understanding of each section.		Introduce booklet as morning activity completing sections 1 and 2 independently.		Complete section 1,2 and (3 when appropriate) independently as morning activity. Complete page following phonic input.		Full access to phonic books. SEND children may need alternative provision beyond scaffolding or adaptive access.	

Number – Starlets	**Number**	**<u>Number to 3</u>** Subitise, recognise quantity without counting. Say number names in to 3 and beyond. Count with 1:1 correspondence. Know the total by knowing the last number tells you how many. Show finger numbers. Experiment with mark making – investigating 1, 2 and 3. Solve real world problems. Use mathematical language more than fewer than, same.	**<u>Numbers to 5</u>** Subitise and recognise quantity without counting. Count with 1:1 correspondence. Know the total by knowing the last number tells you how many. Show finger numbers. Link numerals and amounts. Experiment with marking making symbols and numerals. Solve real world problems. Use mathematical language more and same.	**<u>Numbers to 5 and beyond</u>** Count from a larger number. Count with 1:1 correspondence. Know the total by knowing the last number tells you how many. Show finger numbers. Link numerals and amounts. Experiment with marking making symbols and numerals. Solve real world problems. Use mathematical language more than fewer than, same.
	Numerical pattern	Recite to 3 and beyond. Make comparisons in size and length. Make repeating patterns. Understand positional language.	Recite to 5 and beyond. 2d and 3d shapes. Make comparisons in size and weight.	Recite to 10 and beyond. Use and respond to positional language. Make and spot errors in repeated patterns. Make comparisons in size and capacity.

Number – Reception NCETM MASTERING NUMBER	Number	Strand/ Half-term	Subitising	Cardinality, ordinality and counting Counting to 20 and beyond	Composition	Comparison
		1 Children will:	• perceptually subitise within 3 • identify sub-groups in larger arrangements. • create their own patterns for numbers within 4 • practise using their fingers to represent quantities which they can subitise • experience subitising in a range of contexts, including temporal patterns made by sounds.	• relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set • have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song. • have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting • have opportunities to develop an understanding that anything can be counted, including actions and sounds. • explore a range of strategies which support accurate counting.	• see that all numbers can be made of 1s • compose their own collections within 4.	• understand that sets can be compared according to a range of attributes, including by their numerosity. • use the language of comparison, including 'more than' and 'fewer than.' • compare sets 'just by looking'.
		2 Children will:	• continue from first half-term. • subitise within 5, perceptually and conceptually, depending on the arrangements.	• continue to develop their counting skills. • explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand. • begin to count beyond 5 • begin to recognise numerals, relating these to quantities they can subitise and count.	• explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot. • explore the composition of numbers within 5.	• compare sets using a variety of strategies, including 'just by looking', by subitising and by matching. • compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.
		3 Children will:	• increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements. • explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part. • experience patterns which show a small group and '1 more' • continue to match arrangements to finger patterns.	• continue to develop verbal counting to 20 and beyond. • continue to develop object counting skills, using a range of strategies to develop accuracy. • continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10. • order numbers, linking cardinal and ordinal representations of number.	• continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 • explore the composition of 6, linking this to familiar patterns, including symmetrical patterns. • begin to see that numbers within 10 can be composed of '5 and a bit'.	• continue to compare sets using the language of comparison and play games which involve comparing sets. • continue to compare sets by matching, identifying when sets are equal. • explore ways of making unequal sets equal.
		4 Children will:	• explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.	• continue to consolidate their understanding of cardinality, working with larger numbers within 10. • become more familiar with the counting pattern beyond 20.	• explore the composition of odd and even numbers, looking at the 'shape' of these numbers. • begin to link even numbers to doubles. • begin to explore the composition of numbers within 10.	• compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.

		5 **Children will:**	• continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns • use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number • subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 • be encouraged to identify when it is appropriate to count and when groups can be subitised.	• continue to develop verbal counting to 20 and beyond, including counting from different starting numbers • continue to develop confidence and accuracy in both verbal and object counting.	• explore the composition of 10.	• order sets of objects, linking this to their understanding of the ordinal number system.
		6	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.			
	Numerical pattern	Compare size, mass, and capacity. Exploring Pattern 2d shapes Count to 5 and beyond.		Compare length and height. 3d shapes Verbally count beyond 10, recognise the pattern of the counting system. Comparing quantities.		Counting to 20 and beyond Comparing quantities
ELG	**Number**	Children at the expected level of development will: • Have a deep understanding of numbers 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.				
	Numerical pattern	Children at the expected level of development will: • 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.				

Person emotional development al, social and	**Starlets**	**Developing Managing Self, Building Relationships, Self-Regulation**

Explores the environment, interacts with others, plays confidently with a familiar adult close by. Enjoys playing alone and alongside others, is interested in being with other children. Asserts their own ideas and preferences. Builds relationships with special people. Is becoming more able to separate from carers. Notices when others become upset. Knows their name. Is becoming aware of their own unique abilities. Seeks comfort from familiar adults when needed. Explores new situations with support and encouragement from another familiar adult. Is beginning to be able to cooperate in favourable situations. Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions.	Seeks out companionship with adults and other children, sharing experiences and play ideas Shows greater understanding that other people have perspectives, ideas and needs that are different to theirs. Shows empathy and concern for people. Is beginning to be able to co-operate with greater independence. Is developing an understanding of an interest in ethnicity and ability. Is gradually learning their actions have consequences. Is sensitive to communication from others (appreciation or criticism) Is becoming able to think about their feelings. Responds to the feelings of others, showing care and concern. Uses their experiences of adult behaviours to guide their social relationships and interactions. Shows increasing consideration of other people's needs and gradually more impulse control. Knows their preferences and interests and talks of their unique abilities	Seeks out others to share experiences with. Enjoys a sense of belonging through being involved in daily tasks. Shows their confidence and self-esteem through trying new things, taking risks, new social situations and asking adults for help. Talks about how others might be feeling. Is increasingly able to recognise the impact of their choices and behaviours/actions. Know that some actions and words can hurt. Greater ability to adapt behaviour for events, social situations, changes in routine. Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers. Developing understanding of actions and consequences but not always the consequences hoped for. Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themself in relation to social groups and to their peers. Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others

	Reception - Jigsaw	**Being Me in my world** Self-identity Understanding feelings Being in a classroom Being gentle Rights and Responsibilities	**Celebrating Difference** Identifying Talents Being Special Families Where we live Making Friends Standing up for yourself	**Dreams and Goals** Challenges Perseverance Goal Setting Overcoming Obstacles Seeking help Jobs Achieving Goals	**Healthy Me** Exercising Bodies Physical Activities Healthy Food Sleep Keeping Clean Safety	**Relationships** Family Life Friendships Breaking Friendships Falling out Dealing with Bullying Being a good friend.	**Changing Me** Bodies Respecting My Body Growing up Growth and Change Fun and Fears Celebrations
ELG	Self-Regulation	Children at the expected level of development will: • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.					
	Managing self	Children at the expected level of development will: • 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.					
	Building Relships	Children at the expected level of development will: • 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.					
Answer Where, who, what, why, how questions. Uses new vocabulary from text and learning. Opportunities to explore non-fiction texts							
Communication and Language	**Starlets**	**List & atten & und**	Carpet time expectations for listening. Sitting, looking at the teacher or looking at their friends when talking. Show understanding of prepositional language.	Responds when prompted by an adult. Listens to and follows simple instructions.	Can follow a two-part instruction. Can listen to longer stories.	Can recall the stories they have listened to.	Participates with good attention and listening in a range of situations. **Can answer how questions.**	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Can still listen or do, but can change their own focus of attention • Can answer 'why' questions

			Understands use of objects					
		Speaking	Naming colours – red, blue, yellow green. Uses vocabulary for social interactions. Please, thank you, stop, sorry.	Can name emotions: happy, sad, angry. Naming colours. Orange, purple, rainbow, black, white, pink, grey. Talks about and reflects on stories. Can use an appropriate oral response to an adult.	Can name emotions: Lonely, shy, worried. Responds in conversation with peers. Can retell events from their own experiences.	Can name emotions: Brave Uses talk to organise in their play. Responds to who and where questions. Uses Prepositional language	Can name emotions: Embarrassed. Uses talk to explain what is happening and anticipate what might happen next.	Can Responds in conversation with adults and peers sticking to main theme or topic. Can retell a known or own story with props and resources. Can you how and why questions. Can name emotions: Jealous
		Rhymes	Rhyme Time Peter Rabbit had a fly. Teddy Bear, Teddy Bear.	Rhyme Time Twinkle Twinkle Little Star	Rhyme Time Incy Wincy spider	Rhyme Time Mary Mary Quite Contrary.	Rhyme Time The Grand old Duke of York. Five little Peas	Rhyme Time Row, Row, Row your boat 1 2 3 4 5 once I caught a fish alive.
	Reception	**List & atten & und**	Responds to cues to listen. Is beginning to understand why listening is important. Knows how to listen carefully.	Actively listens in story time. Compare and contrast characters during story time. Can listen and do for a short span.	Can retell events. Asks questions to find out more or clarify understanding, thinking. Can follow a two part instructions.	Can talk about the plot and characters in a story. Beginning to understand humour.	Beginning to understand plurals and tenses. Able to follow a story without pictures or props. Understands questions such as who; why; when; where and how	Listens actively and responds appropriately in different situations. Can maintain conversation around a topic/story.

			ELG	Children at the expected level of development will: • 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.				
		Speaking	Uses social phrases. Uses language to imagine and recreate roles and experiences in play situations	Uses talk to solve problems. 'Stop I don't like it' Uses talk to help them find out. Can make observations about the world around them.	Introduces a storyline or narrative into their play. Is able to speak about family experiences and past events.	Uses talk to compare and contrast characters. Offer ideas about how and why things might happen.	Is using well-formed sentences to convey meaning, thoughts, and ideas. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	Retell stories and events with some details. Links statements and sticks to a main theme or intention Uses plurals and tenses with greater accuracy.
			ELG	Children at the expected level of development will: • 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.				
		Rhymes	**Link Charanga** - Pat-a-cake, 1, 2, 3, 4, 5, Once I Caught a Fish Alive, This Old Man, Five Little Ducks, Name Song, Things For Fingers, I'm a little teapot, The Grand Old Duke of York, Ring O Roses, Hickory Dickory Dock, Not too difficult, The ABC song, Wind the Bobbin up, Rock-a-Bye-Baby, Five Little Monkeys Jumping On The Bed, Twinkle Twinkle, If You're Happy and You Know It, Head, Shoulders, Knees and Toes, Old MacDonald, Incey Wincey Spider, Baa Baa Black Sheep, Row Row Row The Boat, The Wheels On The Bus, The Hokey Cokey				
Literacy	**Starlets**		Knows the meaning of print in the environment – name labels, stop sign. To develop understanding of words and pictures. Learn vocabulary associated with class texts – children to 'read' class texts along with the teacher. Join in with repeated words and phrases. Mark makes – directed and independent.		Shows an awareness of rhyme e.g. matching rhyming pictures, signaling when they can hear rhyming words. Suggest rhyming words. Joins in with rhymes and rhyming stories. Count or clap syllables in words. Mark makes – directed and independent to include pre- writing shapes and lines.		**Begin** to **orally** blend vc and cvc words. **Begin** to **orally** segment vc and cvc words. Recognise words with the same initial sounds. Engage in extended conversations about stories and learn associated vocabulary. Knows that print has different purposes. To use the vocabulary title, page, front cover. Write some letters accurately including letters from their name.	

The developing reader

Reading

Listens and joins in with stories and poems, when reading one to one and in a small group. Joins in with repeated phrases, anticipates key events. Begins to be aware of story structure. Talks about events and characters. Talk about how the story might end. Recognises familiar words, logos, their name. Begins to develop phonological and phonemic awareness. Looks at books independently. Handles books carefully.	Growing phonemic and phonological awareness. Knows information can be relayed through print. Enjoys an increasing range of books, both fiction and non-fiction. Use vocabulary and forms of speech that are increasingly influenced by their experiences of reading. In play re-enacts and reinvents stories they have heard Knows that information can be retrieved from books. Engages with books and other reading materials at a deeper level.	Can recall and discuss stories or information that has been read to them or they have read themselves. Includes every day literacy artefacts in play, such as labels, instructions, signs, envelopes etc.

ELG

READING

Children at the expected level of development will: • 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

COMPREHENSION

Children at the expected level of development will: • Demonstrate understanding of what has been read to them by retelling stories 14 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.

Writing

Writing expectations

Give meaning to marks they make. Responds to modelled writing.	Introduce, finger spaces, bossy fingers, phonic fingers. Give meaning to the marks they make.	Greater range of phonics used when writing cvc words. Writes words in lists.	Greater range of phonics used when writing, words and short phrases. Focus group writing.	Short phrases, and sentences. Bossy fingers, phonic fingers, finger spaces, full stop. Modelled and shared writing.	Writing expectations. Words, lists, short phrases, and sentences

			Scribe children's thoughts and ideas. Developing name writing.	Dictated captions. Eg The cat	Forms recognisable letters. Focus group writing. Recounts		Independent recount write.	
		Possible writing outcomes.	Draw a picture (of family) and write (expect marks or may tell you they cannot write). Language assessment – Tell me about your picture, scribe response.	Take picture of Diwali pot. **Dictated sentence (Focus Group)** It is a pot. Draw and write about Halloween (expect marks or may tell you they cannot write). - Language assessment – Tell me about your picture, scribe response. Sequence pictures of Owl babies. Scribe recall of what happened.	Christmas recount – supported writing opportunity. Handa's surprise, write list of animals or fruit - supported. Write about an experience eg Chinese New Year, Valentines biscuits or recount from holiday – supported	Story map – Jack and the beanstalk. (whole class or individual) Caption write eg. Jack climbed up the beanstalk. Life cycle writing - supported. Labelling a plant - supported Caption writing: e.g. Seeds need..... - supported.	Postcard I can see from my train window. What shall I see? List of items to go to the moon.	Independent write: Recount following half term break. Modelled and shared writing. When appropriate introduce independent write and Focused group write. Seaside recount Story sentence starter e.g. One hot day Lucy and Tom went to the seaside.
			ELG	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.				
			<u>Continuous provision</u> Gross: large play blocks, planks, wheels, tyres, spades, wheelbarrows, yard brushes, scoot boards, bats, balls, crates, rope swing, rope tyres, large brushes, hoops, rakes, chalks, shaving foam, hammers, logs. ribbon sticks, sound tubes, paint, whisks, jugs, containers. **<u>Continuous provision Fine:</u> chalks, threading (string, sticks, pipe cleaners, spaghetti) pencils, crayons, coloured pencils, felt tip pens, pegs, small paint brushes, scarves, scissors, tweezers, pipettes.**					

		Sticky Kids Music and Movement for Early Years.					
		Sticky Kids **Wiggle and Jiggle.** **1. Sticky Kids** **2. Toes and Fingers** **3. The wheels on the bus** **4. Jumping in the puddles.** **5. Let's go driving** **6. Clap your little hands** **7. Do your arms hang low?** **8. This old man** **9. Mending the road.** **17. Cool down song.**	**Sticky Kids** **Wiggle and Jiggle.** **10. Sticky Kids** **11. Toes and Fingers** **12. The wheels on the bus** **13. Jumping in the puddles.** **14. Let's go driving** **15. Clap your little hands** **16. Do your arms hang low?** **17. This old man** **18. Mending the road.** **17. Cool down song.**	**Sticky Kids** **Wiggle and Jiggle.** **1. Sticky Kids** **19. Here are my knees** **20. Hokey Cokey** **21. Twinkle Twinkle** **22. Yankee Doodle** **23. Round and Round the ring.** **24. The Christmas tree** **25. Tap Tap your shoulder.** **Cool down song.**	**Sticky Kids** **Wiggle and Jiggle.** **2. Sticky Kids** **26. Here are my knees** **27. Hokey Cokey** **28. Twinkle Twinkle** **29. Yankee Doodle** **30. Round and Round the ring.** **31. The Christmas tree** **32. Tap Tap your shoulder.** **Cool down song.**	**Sticky Kids** **Bend and Stretch** **1.Sticky Kids** **2. Funky Monkey** **3. Old MacDonald** **4. Wash your dirty hands** **5. Let's Go walking** **6. Head, shoulders, knees and toes.** **7. Bend and stretch** **8. We're going to jump** **16. Cool down song.**	**Sticky Kids** **Bend and Stretch** **9. Floating** **10. Marching Teddies** **11. Dinosaurs** **12. Fold your arms** **13. Zooming to the moon** **14. stir up the porridge** **15. One, two, three** **16. Cool down song.**
		Skills: Locomotion Balance Co-ordination Body awareness Walking Make a circle Find a space	**Skills:** Locomotion Balance Co-ordination Body awareness Co-operation, learning right from left. Focus Stand on the spot	**Skills:** Imagination Action Co-ordination Concentration Manipulation skipping	**Skills:** Imagination Action Co-ordination Concentration Manipulation jumping	**Skills** Imagination Action Co-ordination Concentration Manipulation Co-operation Balance Side step	**Skills** Imagination Action Co-ordination Concentration Manipulation Co-operation Balance hopping
	Reception	**Get Set 4 P.E.**					
		Introduction to P.E. **Unit 1**	**Fundamentals** **Unit 1**	**Ball skills** **Unit 1**	**Gymnastics** **Unit 1**	**Dance** **Unit 1**	**Games** **Unit 1**
		Yoga - weekly 15 minutes Wonderful Wellies - weekly 2 hour session Daily Mile – 15 mins daily P.E. weekly 1 hour					

		ELG	**FINE MOTOR DEVELOPMENT** Children at the expected level of development will: 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.				
		ELG	**GROSS MOTOR DEVELOPMENT** Children at the expected level of development will: 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.				
		Con kits	Duplo Wooden blocks	Duplo Stickle bricks .	Duplo Trio building set Stickle bricks	Duplo Explores 2d and 3d structures. Large building blocks Octons	Duplo Octons Mobilo	Duplo Mobilo
	Stories	**Imaginative play**	Farm Farm animals Dolls house Sensory toys Train set	UK woodland animals Polar animals Car ramp Car transporter Cars Sensory toys Picnic basket Train set	Zoo animals African animals Car ramp Car transporter Diversity doll basket Sensory toys Train set	Fairy folk Mini beasts Cars Train set	Construction set Train set	Beach set – sand play Train set
		Creating with materials	Understands colours can be mixed to create a new colour. Baking Bread Large scale painting opportunity.	Salt dough Christmas craft Baking Gingerbread bears. Baking cupcakes Christmas card art – oil pastels – colouring.	Encloses space using a continuous line. Baking cheese straws Use water colours			Experiments with ways to enclose a space with line, can create shapes and represent objects.

		Paper plate art	Printing with paint. – developing control. Draw and retrace vertical lines. Splatter painting – embellishing work.				
	Being imaginative and expressive	Introduce Maracas and castanets. – mirror patterns and create own Joins in with rhymes and singing.	Introduction to sleigh bells. Develop greater care and control when playing maracas and castanets. Musical ideas: fast and slow beat, rhythm	Introduce tambourines and Agogos. Begin to describe sounds and music imaginatively.		Can change pitch when singing. Introduce hand drum and triangle.	Plays percussion instruments with increasing control.
		Responds to what they have heard or seen expressing their thoughts, feelings and ideas through dance, movement, and drawing.					
	Con Kits	Duplo Small blocks Stickle bricks	Sensory blocks Mobilo Duplo	Large indoor construction blocks, loose parts, cable drums, tubes etc. Octons – Large and small	Small Lego Mirror box	Poly-m Stickle bricks Interstar Light box	Mobilo Large construction blocks
	Imaginative Play	Small World – Farm Home corner – pets and vets	Small world – Woodlands uk animals. Fire station. Home corner – pictures from home.	Small world – zoo, African habitat. Home corner – enhancements linked to topic	Small world – mini beasts Fairies, knights, kings, and queens. Home corner enhancements – medical, first aid, oral health.	Small world - space, light box, dark box. Transport. Home corner – enhancements linked to topic	Small world – Seaside Home corner – Beach café.

Expressive art and design	Reception	Creating with materials	**Print and paint**. International Dot Day –**Printing** with everyday objects to include vegetables. Observational drawing – self-portrait with oil pastels. Natural Art sculptures – Andi Goldsworthy. Construct with natural materials. Baking bread	**Printing and mixed media** with glitter and skyline silhouette – bonfire picture. **Printing** – sponges and corks for large collaborative work – remembrance Sunday Poppy field. **Observational drawing** – trees. (pastels) Autumn leaf rubbing (frottage) combine with water colours. **Clay work** -Creating a pinch pot. (Diwali) Clay hedgehogs **Painting and Printing** – Artist Study Yayoi Kusama Paint pumpkins, embellish with polka dot printing. Salt dough Christmas craft. Christmas card art – oil pastels – Drawing with line to enclose a space – Christmas related angel, reindeer etc.	Baking valentine biscuits Weaving – Handa's basket (paper weaving) **Painting** - paint fruit to go in Handa's basket. Making pancakes – healthy toppings.	Cutting skills to cut out plant parts. Using peelers and knives to prepare vegetables for vegetable soup. Observational drawing daffodils (pastels)	Woodwork table introduces. Hammers, nails, screws, hand drill. Artist study – Vincent van Gough – Starry Night painting on foil. Painting aliens/symmetry	Collage – Porthole pictures/parrots Painting/printing – rainbow fish
			ELG	Children at the expected level of development will: 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				

		Being imaginative and expressive	**Me** Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs, Improvising leading to playing classroom instruments Share and perform the learning that has taken place	**My Stories** Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments Share and perform the learning that has taken place.	**Everyone** Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments Singing and learning to play instruments within a song. Share and perform the learning that has taken place	**Our World** Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments Singing and learning to play instruments within a song. Share and perform the learning that has taken place.	**Big Bear Funk** Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs. Playing instruments within the song Improvisation using voices and instruments. Riff-based composition. Share and perform the learning that has taken place.	**Reflect, Rewind and Replay** Listen and Appraise Continue to embed the foundations of the interrelated dimensions of music using voices and instruments. Sing and revisit nursery rhymes and action songs. Play instruments within the song. Improvisation using voices and instruments. Riff-based composition. Share and perform the learning that has taken place.
Nursery rhymes covered across the year.			Pat-a-cake, 1, 2, 3, 4, 5, Once I Caught a Fish Alive, This Old Man, Five Little Ducks, Name Song, Things For Fingers, I'm a little teapot, The Grand Old Duke of York, Ring O Roses, Hickory Dickory Dock, Not too difficult, The ABC song, Wind the Bobbin up, Rock-a-Bye-Baby, Five Little Monkeys Jumping On The Bed, Twinkle Twinkle, If You're Happy and You Know It, Head, Shoulders, Knees and Toes, Old MacDonald, Incey Wincey Spider, Baa Baa Black Sheep, Row Row Row The Boat, The Wheels On The Bus, The Hokey Cokey					
		ELG	Children at the expected level of development will: Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and – when appropriate – try to move in time with music				
Understanding the	Stories	The natural world	Observe seasonal changes. **Autumn** Handle natural materials.	Observe seasonal changes. **Autumn/Winter** Woodland wildlife	Observe seasonal changes. **Winter** Identifying animal tracks.	Observe seasonal changes. **Winter/Spring** Begin to understand the conditions needed for	Observe seasonal changes. **Spring/Summer** Baby animals – naming	Observe season changes. **Summer** The wood in Summer, plants, leaves, and trees.

			Use senses to make observations. Discovering Blackberries. Horse chestnuts, sweet chestnuts, acorn, fungi. Farms/Farming/animals crops. Maps and routes Autumn Changes Pumpkins.	Begin to understand and show respect and care for the natural environment and all living things. Changing weather – wildlife and winter. Cold zones of the world	Understands there are different countries in the world and talk about differences they have experienced or seen in photographs.	growth and care of plants. Begin to understand the effect their behaviour can have on the environment. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Minibeasts		Notices detailed features of object in their environment. Seaside habitat.
		People, culture and communities	Unique me and my family Where do I go? Places I know, where have I been? Harvest	Diwali celebrations Bonfire Night Christmas Celebrations Remembrance Sunday Show interest in different occupations - People who help us.	Valentines Day Chinese New Year Can talk about the similarities and differences they notice between people.	Easter Celebrations Mother's day St David's Day St Patrick's Day Shrove Tuesday	St George's Day	
		Past and		Begin to talk about their own life and family history.				Make observations about changes in their own lives, .

Reception	The natural world	Understand the effects of changing seasons - **Autumn.** Use their senses to observe the world around them. Make observations using their senses. Understanding school as a place. Farm animals and their babies. The food we eat	Understand the effects of changing seasons **Autumn/Winter** Use their senses to observe the world around them. Make observations using their senses. • Woodland habitat • Focus on trees. • Leaf identification .	**Natural Processes and changes** Freezing and melting hot/cold. Understand the effects of changing seasons **Winter.** Use their senses to observe the world around them. Make observations using their senses. Caring for the environment. Winter and wildlife. Discovering Africa	**Natural Processes and changes** Germination Understand the effects of changing seasons. **Winter/Spring** Use their senses to observe the world around them. Make observations using their senses. Signs of Spring Growing animals/plants life cycles.	**Natural Processes and changes** Light and dark Understand the effects of changing seasons **Spring/Summer** Use their senses to observe the world around them. Make observations using their senses. Using a map, identifying features. Orchard, wood, field. Following a map. Space - Earth	**Natural Processes and changes** Floating and sinking Understand the effects of changing seasons **Summer.** Use their senses to observe the world around them. Make observations using their senses. Seaside habitat
	ELG	Children at the expected level of development will: 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.					
	People culture and	**People who help us** Vets Harvest, (traditions)	**People who help us** Fire fighters. Diwali Bonfire Night, Remembrance Sunday St Andrew's day –Scotland The Christmas Story.	Chinese New Year. Valentines day	**People who help us** Doctors, nurses, link oral health, dentists Shrove Tuesday/traditions Easter St David's Day	St George's Day	**People who help us** Lifeguards

				St Patrick's Day			
		Discovery RE					
		Special People Key Q. What makes people Special? Religions: Christianity and Judaism	**Christmas** Key Q. What is Christmas? Religions: Christianity Concept: Incarnation	**Celebrations** Key Q. How do people celebrate? Religions: Hinduism	**Easter** Key Q. What is Easter? Religions: Christianity Concept: Salvation	**Stories** Key Q. What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	**Special places** Key Q. What makes places special? Religions: Christianity, Islam, Judaism
		ELG	Children at the expected level of development will: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. • 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				
	Past and	Me now – What can I do. Farming	Me when I was younger. Remembering Guy Fawkes. Why do we remember? Christmas		Houses and homes including castles.	Transport.	Seaside including Pirates
		ELG	Children at the expected level of development will: 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 read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.				