







Communication and Language

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**.



Listening, Attention and Understanding						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Nursery (Acorn Class)</p> 	<p>To enjoy listening to stories and understand what is happening using pictures.</p> <p>To understand a simple instruction or question.</p> <p>To pay attention to one task.</p> <p>To understand use of objects (e.g. Which one do we cut with?)</p> <p>To begin to understand a wider range of vocabulary.</p>	<p>To enjoy listening to stories and understanding the storylines.</p> <p>To follow simple instructions & answer simple questions.</p> <p>To pay attention to one task for longer.</p> <p>To begin to understand a wider range of vocabulary.</p>	<p>To enjoy listening to longer stories.</p> <p>To understand a wider range of vocabulary.</p> <p>To understand a two-part question or instruction.</p> <p>To show an understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture.</p>	<p>To enjoy listening to longer stories and to follow the storylines.</p> <p>To understand a two-part question or instruction and demonstrate how to follow them.</p> <p>To show an understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture.</p>	<p>To enjoy listening to longer stories and remember much of what’s happened.</p> <p>To pay attention to more than one thing at a time.</p> <p>To understand a why question.</p> <p>To understand and use a wide range of vocabulary.</p>	<p>To enjoy listening to longer stories and remember much of what’s happened.</p> <p>To pay attention to more than one thing at a time for longer periods of time.</p> <p>To understand a why question.</p> <p>To understand and use a wide range of vocabulary.</p>
<p>Reception (Apple & Cherry Class)</p> 	<p>To understand why listening is important.</p> <p>To be able to follow instructions/directions.</p> <p>To engage in story times.</p> <p>To listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>To engage in story times, joining in with repeated phrases and actions.</p> <p>To understand how to listen carefully.</p> <p>To begin to understand how and why questions.</p> <p>To respond to instructions with more than one step.</p>	<p>To ask questions to find out more.</p> <p>To join in with repeated phrases and actions.</p> <p>To learn rhymes, poems and songs.</p> <p>To understand a range of complex sentence structures.</p>	<p>To listen to and build familiarity with stories.</p> <p>To retell a story.</p> <p>To follow a story without pictures of props.</p> <p>To engage in non-fiction books.</p> <p>Listen attentively to others.</p>	<p>To retell stories in detail with some exact repetition.</p> <p>To understand questions such as who, what, where, when, why and how.</p> <p>Listen attentively and respond to what they hear during whole class and small group sessions.</p>	<p>To have conversations with adults and peers with back and forth interactions.</p> <p>To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
<p>ELG Listening, Attention and Understanding</p>	<ul style="list-style-type: none"> • 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



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Nursery (Acorn Class)</p> 	<p>To join in with a conversation with an adult or friend.</p> <p>To join in with rhymes and songs.</p> <p>To retell a simple past event in correct order (e.g. went down slide, hurt finger)</p> <p>To use talk in pretending that objects stand for something else in play, e.g. This box is my castle.</p>	<p>To initiate a conversation with an adult or friend.</p> <p>To join in with rhymes and songs.</p> <p>To retell a simple past event in correct order (e.g. went down slide, hurt finger)</p> <p>To use longer sentences containing four to six words.</p> <p>To use a wider range of vocabulary.</p> <p>To use talk in pretending that objects stand for something else in play, e.g. This box is my castle.</p>	<p>To initiate conversations with an adult or friend and continue it for many turns.</p> <p>To sing a large repertoire of songs.</p> <p>To use longer sentences containing four to six words.</p> <p>To use a wider range of vocabulary.</p> <p>To join sentences using words like, 'because', 'or', 'and'.</p> <p>To use talk to organise themselves and their friends.</p> <p>To begin to use future and past tense when talking.</p>	<p>To initiate conversations with an adult or friend and continue it for many turns.</p> <p>To sing a large repertoire of songs.</p> <p>To use a wider range of vocabulary.</p> <p>To join sentences using words like, 'because', 'or', 'and'.</p> <p>To use talk to organise themselves and their friends.</p> <p>To begin to use future and past tense when talking.</p> <p>Begin to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>Use talk to organise themselves and their play "Lets go on a bus... you sit there... I'll be the driver".</p> <p>To know many rhymes, be able to talk about familiar books, and be able to tell a longer story.</p> <p>Begin to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p>	<p>Use talk to organise themselves and their play "Lets go on a bus... you sit there... I'll be the driver".</p> <p>To know many rhymes, be able to talk about familiar books, and be able to tell a longer story.</p> <p>Begin to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>To develop pronunciation but may have problems saying some sounds: r, j, th, ch, and sh or multisyllabic words.</p>
<p>Reception (Apple & Cherry Class)</p> 	<p>To talk in front of a small group.</p> <p>To talk to their teacher and other supporting adults.</p> <p>To learn new vocabulary.</p> <p>To develop social phrases such as 'Good morning, how are you?'</p>	<p>To answer questions in front of a whole class.</p> <p>To use new vocabulary throughout their learning and play.</p> <p>To articulate their ideas and thoughts in well-formed sentences.</p>	<p>To develop confidence to talk to other adults they know at school.</p> <p>To talk in sentences using a conjunction e.g. and or because.</p> <p>To engage in nonfiction books.</p>	<p>To share their work with others.</p> <p>To use new vocabulary in a range of contexts.</p> <p>To ask questions to find out more.</p> <p>To use talk to help organise thinking and activities.</p>	<p>To link statements and stick to a main theme.</p> <p>To use talk to organise, sequence and clarify their thinking, ideas, feelings and events.</p> <p>Participate in small group and class discussions.</p>	<p>To talk to a range of adults around the school.</p> <p>To express their ideas and feelings about their experiences and offer explanations for why things might happen.</p> <p>To talk in sentences using a range of tenses.</p>
<p>ELG Speaking</p>	<ul style="list-style-type: none"> • 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. 					

Personal, Social and Emotional Development



Children's personal, social and emotional (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**.

Self-Regulation						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Nursery (Acorn Class)</p> 	<p>To recognise different feelings like 'happy', 'sad', 'angry'.</p> <p>To use words, like 'happy', 'sad,' 'angry' when talking about how they are feeling.</p> <p>To access different areas of provision both indoors and out with support.</p>	<p>To select and use activities and resources with help when needed.</p> <p>To increasingly follow the classroom rules.</p> <p>To begin to recognise different feelings and use words, like 'happy', 'sad,' 'angry' when talking about how they are feeling.</p>	<p>To begin to understand what makes them feel, 'happy', 'sad', 'angry'.</p> <p>To access different areas of provision more independently.</p> <p>To increasingly follow rules, understanding why they are important.</p>	<p>To select and use activities and resources to achieve a chosen or suggested goal.</p> <p>To remember rules without needing an adult to remind them.</p> <p>To begin to understand how others might be feeling.</p>	<p>To begin to recognise the impact of their choices, behaviours and actions on others with adult support.</p> <p>To remember rules and follow them more independently.</p> <p>To begin to understand ways to regulate emotions with adult support.</p>	<p>To begin to talk with others to solve conflicts.</p> <p>To find solutions to conflicts and rivalries e.g. accepting we might not always get what we want and being able to suggest other ideas.</p>
<p>Reception (Apple & Cherry Class)</p> 	<p>To recognise their different emotions.</p> <p>To understand how people, show their emotions.</p> <p>To begin to demonstrate focus during short whole class activities.</p> <p>To follow one step instructions.</p>	<p>To talk about how they are feeling.</p> <p>To begin to consider the feelings of others.</p> <p>To adapt behaviour to a range of situations.</p>	<p>To continue to focus during longer whole class sessions.</p> <p>To begin to follow twostep instructions.</p> <p>To set and begin to work towards a simple goal.</p> <p>To begin to understand perseverance.</p>	<p>To identify and moderate their own feelings socially and emotionally.</p> <p>To consider the feelings and needs of others.</p> <p>To begin to understand resilience.</p> <p>Give focused attention to what the teacher says.</p>	<p>To control their emotions using a range of techniques, supported by an adult.</p> <p>To set a target and reflect on progress throughout.</p> <p>To show perseverance and resilience in the face of a challenge.</p>	<p>To maintain focus during extended whole class teaching.</p> <p>To follow instructions of three steps or more.</p> <p>To control their emotions using a range of techniques.</p>
<p>ELG Self - Regulation</p>	<ul style="list-style-type: none"> • 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



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Nursery (Acorn Class)</p> 	<p>To access different areas of provision both indoors and out with support.</p> <p>To understand why we have classroom rules.</p> <p>To be increasingly independent as they get dressed and undressed, e.g. taking off their coat.</p> <p>To wash their hands using soap with adult support at snack times, lunch times.</p> <p>To visit the bathroom with adult support.</p>	<p>To access different areas of provision both indoors and out with support.</p> <p>To understand why we have rules.</p> <p>To be increasingly independent as they get dressed and undressed, e.g. taking off their coat, putting their coat on and pulling their zip up.</p> <p>To wash their hands using soap with adult support at snack times, lunch times and after visiting the bathroom.</p>	<p>To select and use activities and resources with help when needed.</p> <p>To begin to demonstrate how we follow the rules.</p> <p>To be increasingly independent when choosing where to play and what with, tidying up with resources with some adult support.</p> <p>To be increasingly independent in meeting their own hygiene needs.</p>	<p>To select and use activities and resources with help when needed.</p> <p>To begin to demonstrate how we follow the rules.</p> <p>To be increasingly independent when choosing where to play and what with, tidying up with resources more independently.</p> <p>To be increasingly independent in meeting their own hygiene needs.</p>	<p>To select and use activities and resources independently.</p> <p>To begin to explain the rules to others.</p> <p>To use the toilet independently.</p> <p>To make healthy choices about food and drink.</p> <p>To understand the importance of brushing own teeth and looking after oral hygiene.</p>	<p>To select and use activities and resources independently.</p> <p>To begin to explain the rules to others.</p> <p>To use the toilet independently.</p> <p>To make healthy choices about food and drink.</p> <p>To understand the importance of brushing own teeth and looking after oral hygiene.</p>
<p>Reception (Apple & Cherry Class)</p> 	<p>To explore the different areas within the Reception environment.</p> <p>To be able to take own coat on and off and jumper / cardigan with support.</p> <p>To change after forest school with support.</p> <p>To use the toilet with increasing independence.</p>	<p>To visit all areas of the Reception environment and have confidence to try new activities.</p> <p>To be able to take own coat on and off and jumper / cardigan with support.</p> <p>To be more independent when dressing and undressing for activities such as Forest School, visiting the mud kitchen.</p> <p>To develop class rules and understand the need to have rules.</p>	<p>To begin to show perseverance.</p> <p>To dress and undress independently.</p> <p>To practise doing buttons, zips and buckles.</p> <p>To be more independent when dressing and undressing for activities such as Forest School, mud kitchen.</p> <p>To follow the class rules with some support and understand the need to have rules.</p>	<p>To begin to show resilience.</p> <p>To dress and undress independently.</p> <p>To practise doing buttons, zips and buckles.</p> <p>To be independent when dressing and undressing for activities such as Forest School, mud kitchen.</p> <p>To follow the class rules independently and understand the need to have rules.</p>	<p>To show perseverance and resilience in the face of a challenge.</p> <p>To dress and undress and look after our belongings independently.</p> <p>To manage own basic needs independently.</p> <p>To understand the importance of looking after ourselves - healthy food choices, good sleep routine, regular physical activity etc.</p>	<p>To be able to explain perseverance and resilience and demonstrate skills they have learnt.</p> <p>To demonstrate a 'can do' attitude.</p> <p>To manage own basic needs independently.</p> <p>To understand the importance of looking after ourselves - healthy food choices, good sleep routine, regular physical activity etc.</p>
ELG Managing Self	<ul style="list-style-type: none"> • 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 Relationships



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Nursery (Acorn Class)</p> 	<p>To enjoy the company of other children.</p> <p>To become more able to separate from their close carers.</p> <p>To explore new situations with support and encouragement from another familiar adult.</p>	<p>To choose to play alongside others or alone.</p> <p>To develop their sense of responsibility within the class.</p> <p>To become more outgoing with unfamiliar people.</p>	<p>To seek out others to share experiences with.</p> <p>To choose to play with a familiar friend or a child who has similar interest.</p> <p>To sometimes manage to share or take turns with adult support.</p>	<p>To play with one or more other children, extending and elaborating play ideas.</p> <p>To develop their sense of responsibility within the school community.</p> <p>To show more confidence in new social situations.</p>	<p>To enjoy playing alone, alongside and with others.</p> <p>To invite others to play and attempt to join in with others' play.</p> <p>To show empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like.</p>	<p>To practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers.</p>
<p>Reception (Apple & Cherry Class)</p> 	<p>To begin to develop new friendships.</p> <p>To gain confidence to speak to peers and adults.</p> <p>To separate from parents and carers each morning with increasing independence.</p> <p>To seek support of new adults when needed.</p> <p>To develop their sense of responsibility and membership of the class.</p>	<p>To develop and explore new friendships.</p> <p>To play with children who are playing with the same activity /resources.</p> <p>To separate from parents and carers with independence.</p> <p>To have positive relationships with all of the Reception staff.</p> <p>To demonstrate their sense of responsibility and membership of the class.</p>	<p>To form positive attachments to peers and adults.</p> <p>To begin to work as a group with support.</p> <p>To use taught strategies to support turn taking.</p> <p>To develop their sense of responsibility and membership of the school family.</p> <p>To express their own feelings and consider others' feelings.</p>	<p>To build upon positive attachments to peers and adults.</p> <p>To work and play with others taking turns and sharing.</p> <p>To listen to the ideas of other children and agree on a solution and compromise.</p> <p>To demonstrate their sense of responsibility and membership of the school family.</p>	<p>To build constructive and respectful friendships.</p> <p>To work and play cooperatively with others.</p> <p>To begin to develop relationships with other adults around the school.</p> <p>To develop their sense of responsibility and membership of the community.</p> <p>To think about the needs and perspectives of others.</p>	<p>To develop constructive and respectful friendships.</p> <p>To demonstrate their sense of responsibility and membership of the community.</p> <p>To have confidence to communicate with adults around the school.</p> <p>To show sensitivity to their own and to others' needs.</p>
<p>ELG Building Relationships</p>	<ul style="list-style-type: none"> • 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. 					

Physical Development

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, co-ordination 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, co-ordination 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 co-ordination**, 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**.



Gross Motor Skills						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Nursery (Acorn Class)</p> 	<p>To continue to develop their movement skills.</p> <p>Introduction to PE Unit 1 To move safely and sensibly in a space and stopping with control. To use equipment safely and responsibly. To use different travelling actions. To work with others co-operatively and play as a group.</p>	<p>To continue to develop their movement and balancing skills.</p> <p>Fundamentals Unit 1 To develop balancing whilst stationary and on the move. To develop running and stopping and changing direction. To develop jumping and landing and hopping and landing with control. To explore different ways to travel.</p>	<p>To develop their movement and rhythm skills.</p> <p>Dance Unit 1 To explore different body parts and how they move. To express and communicate ideas through movement. To create movements and adapt and perform simple dance patterns. To move with control, co-ordination and confidence.</p>	<p>To develop their movement and flexibility skills.</p> <p>Gymnastics Unit 1 To copy and create shapes with your body and whilst on apparatus. To develop balancing and taking weight on different body parts. To develop jumping and landing, rocking and rolling safely. To copy and create short sequences by linking actions together.</p>	<p>Match their developing physical skills to tasks and activities.</p> <p>Ball Skills Unit 1 To develop rolling a ball to a target and stopping. To develop accuracy when throwing to a target. To develop bouncing and catching a ball. To develop dribbling a ball with your feet. To develop kicking a ball.</p>	<p>Match their developing physical skills to tasks and activities.</p> <p>Games Unit 1 To work safely; develop running, stopping and throwing skills. To be able to play games and begin to keep score. To follow instructions and move safely when playing tagging games. To work co-operatively, learn to take turns and play team games.</p>
<p>Reception (Apple & Cherry Class)</p> 	<p>Revise and refine fundamental movement skills.</p> <p>Introduction to PE Unit 2 To move around safely in a space and follow instructions. To stop safely and develop control when using equipment. To follow instructions and play safely as a group. To work co-operatively with a partner and take turns.</p>	<p>Combine different movements with ease and fluency.</p> <p>Fundamentals Unit 2 To develop balancing. To develop running and stopping and changing direction. To develop jumping and hopping. To explore different ways to travel using equipment.</p>	<p>Progress to a more fluent style of moving, with developing control and grace.</p> <p>Dance Unit 2 To explore and copy actions considering level, shape and direction. To move with control and co-ordination, expressing ideas through movement. To remember and repeat actions moving in time with the music.</p>	<p>Develop overall body strength, co-ordination balance and agility.</p> <p>Gymnastics Unit 2 To create short sequences using shapes, balances and travelling actions. To develop balancing and safely using apparatus, including jumping/landing. To develop rocking and rolling. To explore travelling around, over and through apparatus.</p>	<p>Develop confidence, competence, precision and accuracy with ball skills.</p> <p>Ball Skills Unit 2 To develop rolling and tracking a ball. To develop accuracy when throwing to a target or throwing / catching with a partner. To develop dribbling with your hands and feet and kicking a ball to a target.</p>	<p>Use their core muscle strength to achieve a good posture when sitting.</p> <p>Games Unit 2 To follow instructions and move safely when play tagging games. To aim when throwing, practise striking a ball and practise keeping score. To learn to play against a partner or as a team. To develop co-ordination and play by the rules.</p>
<p>ELG Gross Motor Skills</p>	<ul style="list-style-type: none"> • 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 Skills



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Nursery (Acorn Class)</p> 	<p>To use both hands at the same time to make the same movements.</p> <p>To Pick up small objects and collecting them into the other palm (Finger-to-Palm movements).</p> <p>To be increasingly independent as they get dressed and undressed, e.g, taking off and putting coats on.</p>	<p>To use one-handed tools and equipment, e.g. making snips in paper with scissors.</p> <p>To pick out 1 object from a collection in the other palm (Palm-to-Finger movements)</p> <p>To begin to use tweezers with some control and adult support.</p> <p>To be increasingly independent as they get dressed and undressed, e.g, putting coats on, doing up zips.</p>	<p>To begin to show preference for a dominate hand.</p> <p>To snip a straight line using loop scissors.</p> <p>To use tweezers with more control and independence.</p> <p>To mark make using pencils, crayons, felt tips and paintbrushes.</p> <p>To hold cutlery and begin to show control when using them.</p> <p>To begin to thread objects.</p>	<p>To show a preference for a dominant hand.</p> <p>To use tweezers with increasing control and independence.</p> <p>To begin to draw lines and circles.</p> <p>To hold cutlery and show control when using them to eat.</p> <p>To twist the top off a tube, turning a pencil to get a comfortable grip.</p>	<p>Dexterity- Moving our fingers in isolation and opposition to complete a variety of tasks.</p> <p>Touching Tommy thumb with peter pointer, toby tall, ruby ring and baby small.</p> <p>To use a range of small tools competently – pencils, scissors, knives, forks.</p> <p>To begin use a tripod grip.</p> <p>To use spring loaded / small scissors.</p>	<p>To use a comfortable grip with good control when holding pens and pencils.</p> <p>To use a tripod grip.</p> <p>To use a range of small tools competently – pencils, scissors, knives, forks.</p>
<p>Reception (Apple & Cherry Class)</p> 	<p>To mark make using different shapes.</p> <p>To use a tripod grip when using mark making tools.</p> <p>To hold scissors correctly.</p> <p>To begin to develop their fine motor skills so that they can use a range of tools independently and safely e.g. pencils for drawing/writing, paintbrushes, scissors, knives and forks.</p>	<p>To accurately draw lines, circles and shapes to draw pictures.</p> <p>To begin to use anticlockwise movements and retrace vertical lines.</p> <p>To use a tripod grip when using mark making tools.</p> <p>To write taught letters using correct formation.</p> <p>To hold scissors correctly and cut along a straight and zigzagged lines.</p> <p>To use a knife and fork more independently.</p>	<p>To use a tripod grip when using mark making tools.</p> <p>To write taught letters using correct formation.</p> <p>To hold scissors correctly and cut along a curved line.</p> <p>To develop their fine motor skills so that they can use a range of tools competently, safely and confidently, e.g. pencils for drawing/writing, paintbrushes, scissors, knives and forks.</p>	<p>To hold scissors correctly and cut out large shapes.</p> <p>To write letters using the correct letter formation and control the size of letters.</p> <p>To confidently use a range of small tools.</p> <p>To develop their fine motor skills so that they can use a range of tools competently, safely and confidently, e.g. pencils for drawing/writing, paintbrushes, scissors, knives and forks.</p>	<p>To hold scissors correctly and cut out small shapes.</p> <p>To paint using thinner paintbrushes.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>To begin to show accuracy and care when drawing.</p> <p>To independently use a knife, fork and spoon to eat a range of meals.</p>	<p>To hold scissors correctly and cut various materials.</p> <p>To create drawings with details.</p> <p>To correctly form letters and develop a fluent style of handwriting.</p> <p>To independently use a knife, fork and spoon to eat a range of meals and cut their own food.</p>
<p>ELG Fine Motor Skills</p>	<ul style="list-style-type: none"> • 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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. 					

Literacy

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).

Comprehension						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Nursery (Acorn Class)</p> 	<p>Enjoy sharing books with an adult.</p> <p>Pay attention to stories and repeat words and phrases from familiar stories.</p> <p>To begin to understand that print has meaning.</p>	<p>To enjoy story time and engage in conversations about stories.</p> <p>Pay attention to stories and respond to the pictures or the words.</p>	<p>To engage in conversations about stories and learn new vocabulary.</p> <p>To show an understanding of reading from top to bottom and from left to right.</p> <p>To understand print has different purposes.</p>	<p>Have favourite books and seek them out to share with others.</p> <p>To engage in conversations about stories and to learn and use new vocabulary.</p> <p>To know that there are different parts of a book.</p>	<p>To understand page sequencing.</p> <p>To begin to ask questions about a book and make comments about what they have heard.</p>	<p>To ask questions about a book, make comments and share their own ideas.</p> <p>Develop play around favourite stories using props.</p>
<p>Reception (Apple & Cherry Class)</p> 	<p>Identify favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p>To ask questions about stories.</p>	<p>To enjoy an increasing range of books including fiction, non-fiction, poems and rhymes.</p> <p>To sequence familiar stories.</p>	<p>Requests favourite stories and poems.</p> <p>Begin to predict what might happen next in a story.</p> <p>Answer questions about a text that has been read to them.</p> <p>To act out familiar stories.</p> <p>To follow a story without pictures or props.</p>	<p>Seeks familiar texts of stories to re-read in the book area.</p> <p>To talk about characters in the books they are reading.</p> <p>To act out familiar and own stories.</p>	<p>To begin to answer questions about texts that they have read themselves.</p> <p>To use vocabulary that is influenced by their experience of books.</p> <p>To know that information can be retrieved from books.</p>	<p>To answer questions about what they have read.</p> <p>To know that information can be retrieved from books and enjoy non-fiction texts.</p>
<p>ELG Comprehension</p>	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. 					



Word Reading

Word Reading						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Nursery (Acorn Class)</p> 	<p>To join in with songs and rhymes.</p> <p>Notice some print, such as the first letter of their name, a number or a familiar logo.</p> <p>Pay attention to stories and repeat words and phrases from familiar stories.</p>	<p>To sing songs and says rhymes independently.</p> <p>Notice some print, such as the first letter of their name, their full name, a number or a familiar logo.</p> <p>Pay attention to stories and respond to the pictures or the words.</p>	<p>To enjoy stories, rhymes and songs.</p> <p>To spot and suggest rhymes.</p> <p>To identify environmental and instrumental sounds.</p> <p>To recognise their name and identify letters within their name.</p>	<p>To enjoy stories, rhymes and songs.</p> <p>To recognise their own name by sight.</p> <p>To identify environmental and instrumental sounds.</p> <p>To count and clap syllables in a word.</p>	<p>To recognise their own name by sight.</p> <p>To recognise words with the same initial sound.</p> <p>To begin to orally blend and segment spoken words.</p>	<p>To recognise words with the same initial sound.</p> <p>To begin to orally blend and segment spoken words.</p> <p>To begin to recognise some letters by sight.</p>
<p>Reception (Apple & Cherry Class)</p> 	<p>To Spot rhymes in familiar stories and poems.</p> <p>To count and clap syllables in a word.</p> <p>To begin to orally blend and segment spoken words.</p> <p>To begin to identify initial, middle and end sounds in words.</p> <p>To recognise words with the same initial sound.</p> <p>Begin to recognise some Phase 2 individual letters by saying the sounds for them.</p> <p>To begin to orally blend sounds into words.</p> <p>Phonics Phase 2 Bug Club Units 1-6</p>	<p>To recognise Phase 2 individual letters and some Phase 3 letters by saying the sounds for them.</p> <p>To Identify and recognise some initial, middle and end sounds.</p> <p>To begin to orally blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Begin to read CVC words containing known letter-sound correspondences.</p> <p>To begin to read irregular words.</p> <p>Phonics Phase 2 & 3 Bug Club Units 6-7 (Revision 1-5)</p>	<p>To recognise all taught Phase 2 sounds including some Phase 3 digraphs.</p> <p>To read some letter groups that each represent one sound and say sounds for them (phase 3 digraphs).</p> <p>To use phonics fingers to identify how many sounds are in a word.</p> <p>To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>To begin to read some simple sentences, containing known letter-sound correspondences containing some irregular words.</p> <p>Phonics Phase 3 Bug Club Units 6-10</p>	<p>To recognise all taught Phase 2 and Phase 3 sounds.</p> <p>To use phonics fingers to identify how many sounds are in a word and sound out words independently.</p> <p>To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>To build up a bank of irregular words read by sight.</p> <p>To begin to read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Phonics Phase 3 Bug Club Unit 11 (Revision 6-10)</p>	<p>To recognise all taught Phase 2 and Phase 3 sounds.</p> <p>To begin to recognise Phase 4 CVCC, CCVC and CCVCC consonant clusters.</p> <p>To read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>To build up a bank of irregular words read by sight.</p> <p>To begin to read longer words.</p> <p>To begin to read compound words.</p> <p>To begin to read longer sentences.</p> <p>Phonics Phase 4 Bug Club Units</p>	<p>To confidently recognise all taught Phase 2 and Phase 3 sounds.</p> <p>To confidently recognise Phase 4 CVCC, CCVC and CCVCC consonant clusters.</p> <p>To re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>To confidently read irregular words by sight.</p> <p>To confidently to read longer words.</p> <p>To read compound words with increasing accuracy.</p> <p>To read longer sentences confidently and fluently.</p> <p>Phonics Phase 3 & 4 Revision of all units</p>

ELG Word reading



- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery (Acorn Class) 	Enjoy drawing freely. Add marks to their drawings, which they give meaning too. To create horizontal and vertical lines using both hands.	To create horizontal and vertical lines using one hand. Make marks on their picture to stand for their name.	To create circles. To write the first letter of their name. To use some of their print and letter knowledge to mark make and give meaning to the marks they make.	To use some of their print and letter knowledge, e.g. writing a pretend shopping list that starts at the top of the page. To begin to draw lines and circles independently.	To enjoy mark making and give meaning to the marks they make. To independently draw and write. To write some or all of their name. Write some letters accurately.	To enjoy mark making and give meaning to the marks they make. To independently draw and write. To write some or all of their name. Write some letters accurately.
Reception (Apple & Cherry Class) 	To enjoy mark making and give meanings to the marks they make. To write their name with some support, if needed. To begin to write Phase 2 initial sounds. To begin to write CVC words using Phase 2 taught sounds.	To independently mark make and give meanings to the marks they make. To independently write their name. To begin to write Phase 2 initial sounds and some Phase 3. To begin to write CVC words using Phase 2 and Phase 3 taught sounds so far. To begin to write short captions using taught Phase 2 and 3 letters.	To use the correct letter formation of taught letters. To form lowercase letters correctly. To write words and labels using taught sounds. To begin to write captions using taught sounds. To begin to write sentences using fingers spaces with some support. To understand that sentences start with a capital letter and end with a full stop. To spell some taught irregular words correctly.	To use the correct letter formation of taught letters. To form lowercase letters and begin to form capital letters correctly. To independently write words and labels using taught sounds. To independently write captions using taught sounds. To begin to write sentences using fingers spaces more independently. To understand that sentences start with a capital letter and end with a full stop. To spell some taught irregular words correctly.	To form lowercase and capital letters correctly. To begin to write longer words and compound words which are spelt phonetically. To begin to write sentences using a capital letter, finger spaces and full stop. To spell some taught irregular words correctly. To begin to read their work back and check it makes sense.	To form lowercase and capital letters correctly. To begin to write longer words and compound words which are spelt phonetically. To begin to write sentences using a capital letter, finger spaces and full stop. To spell some taught irregular words correctly. To begin to read their work back and check it makes sense.
ELG Writing	<ul style="list-style-type: none"> • 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. 					

Maths

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.



Number						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Nursery (Acorn Class)</p> 	<p>To count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.</p> <p>To recognise some numbers of personal significance, with support.</p> <p>Experiment with their own symbols and marks as well as numerals.</p>	<p>To begin to say numbers in order, some of which are in the right order (ordinality)</p> <p>To recognise some numbers of personal significance independently.</p> <p>To develop fast recognition of one or two objects, without having to count the individually (subitising)</p>	<p>To recite numbers to 5.</p> <p>To recognise numerals 1-5.</p> <p>To develop fast recognition of one, two or three objects, without having to count the individually (subitising)</p> <p>Experiment with their own symbols and marks as well as numerals.</p>	<p>Recite numbers past 5.</p> <p>To begin to recite numbers to 10, with support.</p> <p>To represent numbers 0-5 using my fingers.</p> <p>To subitise one, two and three objects (without counting) independently and with a range of objects and images.</p>	<p>To touch each item, saying one number for each item, using the stable order of 1,2,3,4,5, independently.</p> <p>Link numerals and amounts, e.g. showing the right number of objects to match the numeral, up to 5.</p> <p>Begin to identify numerals and experiment with representing them.</p>	<p>To recite numbers to 10.</p> <p>To know that the last number reached when counting a set of objects tells you how many there are in total.</p> <p>Begin to identify numerals and experiment with representing them.</p> <p>Solve real word mathematical problems with numbers up to 5.</p>
<p>Reception (Apple & Cherry Class)</p> 	<p>To count numbers up to 10 using one-to-one correspondence.</p> <p>To use the language of wholes and parts use physical differences and number bonds to 5 to split a whole into two parts.</p> <p>To recognise the numerals 1, 2, 3, 4 and 5.</p>	<p>To represent the numbers 6-10 on a ten frame.</p> <p>To start to recognise that they can count on using a ten frame, understanding that a full row is 5 count 6-10 objects out from a larger group.</p> <p>To confidently use the vocabulary of part and whole accurately</p> <p>To match groups of objects to the correct numeral.</p>	<p>To count forwards and backwards between 1 and 10 confidently.</p> <p>To use a 1-10 number track to count on or count back.</p> <p>To identify two parts and their combined whole.</p> <p>To add two parts to make a whole up to 10.</p> <p>To understand that numbers can be shown in different representations.</p>	<p>To confidently count forwards to 20.</p> <p>To add or take away numbers using a first, then, now story structure explain how they know what number to start on, how many jumps to make on the number line and how to identify the answer.</p> <p>To use a part-whole model to show two parts and the whole, in various orientations.</p>	<p>To confidently count forwards and backwards to 20.</p> <p>To start to find the difference between groups by counting on or counting back.</p> <p>To accurately identify pairs of numbers with a total of 10 use a ten frame and a part-whole model.</p>	<p>To accurately count an irregular set of up to 20 objects or resources identify.</p> <p>To find one more and one less than a given number to 20.</p> <p>To represent bonds to 10 understand that if 8 and 2, for example, make 10, then so must 2 and 8.</p>
ELG Number	<ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 					

Numerical Patterns



Numerical Patterns						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Nursery (Acorn Class)</p> 	<p>To visually compare two small groups of up to five objects, saying when there are the same number of objects in each group with support.</p> <p>To say when 2 objects are the same (size, capacity, length)</p> <p>To recognise ABAB patterns when matching one given.</p>	<p>To begin to compare and recognise changes in numbers of things, using words like more, lots or 'same' independently.</p> <p>To recognise that two objects have the same shape independently.</p> <p>To copy ABAB patterns when matching one given.</p> <p>To separate a group of three or four objects in different ways.</p>	<p>To begin to understand positional language such as; on top, under and inside, with prompts.</p> <p>To name and find some 2D shapes in the environment with support.</p> <p>To identify a simple ABABAB pattern, and say what the pattern is. E.g., red, blue, red, blue</p> <p>To separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p>	<p>To visually compare two small groups (below 5) with support.</p> <p>To make comparisons about 2 objects e.g. using language such as bigger/smaller, longer/shorter, heavier/lighter and empty/full, with support.</p> <p>To add to simple patterns of two repeating items, e.g. stick, leaf (ABABAB)</p>	<p>To begin to be able to use positional language to describe an object such as; on top, under and inside, with support.</p> <p>To have an awareness of shape similarities and differences.</p> <p>To explore and add to a simple pattern of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)</p>	<p>To compare quantities of objects using the language: 'more than', 'fewer than' independently.</p> <p>To name and find some 3D shapes in the environment with support.</p> <p>To recall a sequence of events in everyday life and stories and use language, such as first, then, next, last.</p>
<p>Reception (Apple & Cherry Class)</p> 	<p>To sort up to 5 objects into two groups and describe how they have sorted the objects.</p> <p>To recognise and describe patterns, for example, yellow, blue, yellow, blue, yellow, blue or big, small, big, small, big, small.</p> <p>To continue patterns and make their own patterns.</p> <p>To order three familiar events from their day discuss what is happening in each picture.</p> <p>To use the language related to time: before, after, next, then, later.</p>	<p>To describe the length, height, weight and capacity of objects using everyday language.</p> <p>To understand the difference between length or height, weight and capacity.</p> <p>To use non-standard units to measure and compare length or height, weight and capacity.</p> <p>To solve problems involving length or height, weight and capacity.</p>	<p>To identify if a group has more or fewer objects: they can line up objects to check which group has more or fewer; they can say if groups are equal; given an amount, they can show more or fewer with support.</p> <p>To use positional and directional language to follow and give instructions.</p>	<p>To compare two groups of non-identical objects and match them in order to find out which group has more, fewer or the same.</p> <p>To build, describe and sort common 3D shapes (sphere, cylinder, cone, cube, cuboid) match 3D shapes to their 2D prints and name each of these regular 2D shapes.</p>	<p>To use the words more and fewer to compare groups of up to 10 items.</p> <p>To use concrete manipulatives to double and halve numbers.</p> <p>To identify doubles to double 5.</p> <p>To show why a number is odd or even.</p>	<p>To recall and represent number bonds to 10.</p> <p>To recall doubles and halves facts up to 10.</p> <p>To name odd and even numbers.</p> <p>To explain that even numbers can be shared into two equal groups and odd numbers cannot halve even numbers to 10 by sharing into two equal groups.</p>
<p>ELG Numerical Patterns</p>	<ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. • <i>Shape, Space and Measure</i> – there are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure. 					

Understanding the World



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.

Past and Present						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Nursery (Acorn Class)</p> 	<p>Name and describe people who are familiar to them.</p> <p>Make connections between the features of their family and other families.</p> <p>To begin to understand there are people who help us (Emergency services, grocers, teachers)</p>	<p>Notice differences between people.</p> <p>Make connections between the features of their family and other families.</p>	<p>To begin to understand differences between things in the past and now.</p> <p>To talk about different families.</p>	<p>Talk about members of their immediate family and community.</p> <p>To begin to know about figures from the past.</p>	<p>To know about figures from the past.</p> <p>To recognise and talk about people who help us.</p>	<p>To begin to make sense of their own life-story and family.</p> <p>To understand differences between things in the past and now.</p>
<p>Reception (Apple & Cherry Class)</p> 	<p>To know about my own life-story.</p> <p>To know how I have changed.</p> <p>To talk about the lives of the people around us.</p> <p>To know about figures from the past (RE Link – Why is the word God so important to Christians?)</p>	<p>To know about the past through settings, characters and events encountered in books read in class and storytelling (RE Link – Why do Christians Perform Nativity Plays at Christmas?)</p>	<p>To know about figures from the past (Topic Link – Neil Armstrong)</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (RE Link – Being Special: Where do we come from?)</p>	<p>To know that the emergency services exist and what they do to help us.</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (RE Link – Why do Christians put a Cross in and Easter Garden?)</p>	<p>To know about figures from the past (Topic Link – St Georges Day)</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (RE Link – Which Places are Special and Why?)</p>	<p>To know about the past through settings, characters and events encountered in books read in class and storytelling (Topic Link – Houses and Homes)</p> <p>Compare and contrast characters from stories, including figures from the past (RE Link – Which Stories are Special and Why?)</p>
<p>ELG Past and Present</p>	<ul style="list-style-type: none"> • 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. 					

People, Culture and Communities



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p align="center">Nursery (Acorn Class)</p> 	<p>To show an understanding of celebrations that are important to others (Sukkot, Harvest)</p> <p>To show an interest in different occupations.</p>	<p>To show an understanding of celebrations that are important to others (Diwali, Christmas)</p> <p>To begin to develop positive attitudes about the differences between people.</p>	<p>To show an understanding of celebrations that are important to others – (Chinese New Year)</p> <p>To continue developing positive attitudes about the differences between people.</p>	<p>To show an understanding of celebrations that are important to others – (Holi, Easter)</p> <p>To begin to know about different countries in the world and talk about differences.</p>	<p>To show an understanding of celebrations that are important to others – (Eid-Al-Fitr)</p> <p>To know about different countries in the world and talk about differences.</p>	<p>To show an understanding of celebrations that are important to others – (Eid-Al-Adha)</p> <p>To begin to know about features of the immediate environment.</p>
<p align="center">Reception (Apple & Cherry Class)</p> 	<p>To know about family structures and talk about who is part of their family.</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know about features of the immediate environment.</p> <p>To know where we live in the world.</p> <p>Draw information from a simple map.</p>	<p>To talk about how people celebrate Diwali.</p> <p>To talk about the Christmas Story and how it is celebrated (RE Link – Why do Christians Perform Nativity Plays at Christmas?)</p> <p>To know that people around the world have different religions.</p>	<p>To talk about Chinese New Year.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways (RE Link – Being Special: Where do we come from?)</p>	<p>To know that Christians celebrate Easter (RE Link – Why do Christians put a Cross in and Easter Garden?)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>To understand similarities and differences between countries and their environments.</p> <p>Understand that some places are special to members of their community (Church visit) (RE Link – Which Places are Special and Why?)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>To know that there are many countries around the world.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways (RE Link – Which Stories are Special and Why?)</p>
<p>ELG People, Culture and Communities</p>	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 					

The Natural World



The Natural World						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Nursery (Acorn Class)</p> 	<p>To use all their senses in hands-on exploration of natural materials (Changing daily calendar, what do you see in Autumn?)</p> <p>To explore different materials with similar and/or different properties.</p> <p>To talk about changes they notice.</p>	<p>To use all their senses in hands-on exploration of natural materials (Changing daily calendar, what do you see in Autumn? Winter?)</p> <p>To explore how things work.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>To use all their senses in hands-on exploration of natural materials (Changing daily calendar, what do you see in Winter? Spring?)</p> <p>To explore and talk about different forces they can feel e.g. how water turns a wheel, snapping a twig or exploring magnets.</p>	<p>To use all their senses in hands-on exploration of natural materials (Changing daily calendar, what do you see in Spring?)</p> <p>To begin to understand the features of a life cycle (Chicks?)</p> <p>To begin to understand the need to respect and care for the natural environment.</p>	<p>To use all their senses in hands-on exploration of natural materials (Changing daily calendar, what do you see in Summer?)</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p>	<p>To use all their senses in hands-on exploration of natural materials (Changing daily calendar, what do you see in Summer?)</p> <p>To understand the need to respect and care for the natural environment and all living things.</p>
<p>Reception (Apple & Cherry Class)</p> 	<p>To explore the natural world around them.</p> <p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environments.</p> <p>To know about different habitats.</p>	<p>Understand the effect of changing seasons; to know about and recognise the signs of Autumn</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>To know about features of the world and Earth</p> <p>To name different materials and their properties.</p>	<p>Understand the effect of changing seasons; to know about and recognise the signs of Winter</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>To know some important processes and changes in the natural world including states of matter (freezing, melting, liquids-solids)</p>	<p>Understand the effect of changing seasons; to know about and recognise the signs of Spring</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>To know about features of my own immediate environment and how they might vary from another.</p>	<p>To recognise some environments that are different from the one in which they live.</p> <p>To know that some things in the world are man-made and some things are natural.</p> <p>To learn about lifecycles of plants and animals (Butterflies, Beans)</p>	<p>To know about and recognise the signs of Summer.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>To understand pollution and how we can look after the environment.</p>
<p>ELG The Natural World</p>	<ul style="list-style-type: none"> 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. 					

Expressive Arts and Design

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.

Creating and Materials						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Nursery (Acorn Class)</p> 	<p>To begin to know primary colours.</p> <p>To experiment with mixing colours.</p> <p>To explore different techniques for joining materials (Glue Stick and tape)</p> <p>To take part in simple pretend play.</p>	<p>To begin to know and name primary colours.</p> <p>To experiment with mixing colours.</p> <p>To explore using junk modelling materials with adult support.</p> <p>To take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>To name primary colours.</p> <p>Use drawing to represent ideas.</p> <p>To explore using junk modelling materials with adult support.</p> <p>To make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>To use primary colours to mix secondary colours.</p> <p>To draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>To explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>To use some cooking techniques (spreading, cutting)</p>	<p>To mix colours for a desired purpose.</p> <p>To develop their own ideas and decide which materials to use to express them.</p> <p>To junk modelling independently.</p> <p>To begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>	<p>To show different emotions in drawings and paintings, like happiness, sadness, fear etc.</p> <p>To use a range of tools to make a piece of Art.</p> <p>To confidently make imaginative and complex 'Small Worlds' with blocks and construction kits.</p> <p>To develop complex stories using small world equipment.</p>
<p>Reception (Apple & Cherry Class)</p> 	<p>To create simple representations of people and objects.</p> <p>To explore different techniques for joining materials (tape and PVA glue)</p> <p>To develop pretend play using props.</p>	<p>To know which prime colours, you mix together to make secondary colours.</p> <p>To use colours for a purpose.</p> <p>To begin to draw more detailed pictures of people and objects.</p> <p>To role play using given costumes and props.</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk.</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape).</p> <p>To create collaboratively, sharing ideas, resources and skills.</p> <p>To role play using given costumes and props.</p>	<p>To share creations and talk about the process.</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>To make props and costumes for different role play scenarios.</p>	<p>To plan what they are going to make (construction, junk modelling)</p> <p>To share creations, talk about process and evaluate their work.</p> <p>To adapt their work where necessary.</p> <p>To draw more detailed pictures of people and objects.</p> <p>To create observational drawings.</p>	<p>To know some similarities and differences between materials.</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>To return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>
<p>ELG Creating and Materials</p>	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. 					

Being Imaginative and Expressive

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Nursery (Acorn Class)</p> 	<p>To enjoy and take part in action songs.</p> <p>To explore making sounds with instruments.</p>	<p>To learn and perform short songs.</p> <p>Listen with increased attention to sounds.</p>	<p>To learn and perform a range of longer songs.</p> <p>To explore making body percussion.</p> <p>To be aware of the pitch of a tone sung by another person.</p>	<p>To begin to respond to what they have heard, expressing their thoughts and feelings.</p> <p>To sing the pitch of a tone sung by another person ('pitch match')</p>	<p>To remember and sing entire songs.</p> <p>To play instruments with increasing control to express their feelings and ideas.</p> <p>Create their own songs or improvise a song around one they know.</p>	<p>Sing the melodic shape (moving melody, such as up and down, down and up)</p> <p>To respond to what they have heard, expressing their thoughts and feelings.</p>
<p>Reception (Apple & Cherry Class)</p> 	<p>To sing and perform nursery rhymes.</p> <p>To experiment with different instruments and their sounds.</p> <p>To create musical patterns using body percussion.</p> <p>To develop storylines in their pretend play with some support.</p>	<p>To begin to build up a repertoire of songs.</p> <p>To learn and perform a poem at the Christmas Performance.</p> <p>To perform songs in the Christmas Performance.</p> <p>To sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>To talk about whether they like or dislike a piece of music</p> <p>To join in with whole school singing Collective Worship.</p>	<p>To create musical patterns using untuned instruments.</p> <p>To develop storylines in their pretend play.</p> <p>To use costumes and resources to act out narratives.</p> <p>To move in time to music.</p> <p>To learn dance routines.</p> <p>To join in with whole school singing Collective Worship.</p> <p>To Join in with whole school achievement Collective Worship.</p>	<p>To listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>To associate genres of music with characters and stories.</p> <p>To work collaboratively to develop group storylines in their pretend play.</p> <p>To create costumes and resources for role play.</p> <p>To join in with whole school singing Collective Worship.</p> <p>To Join in with whole school achievement Collective Worship.</p>	<p>To follow a musical pattern to play tuned instruments.</p> <p>To watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>To work collaboratively to act out well know stories.</p> <p>To join in with whole school singing Collective Worship.</p> <p>To Join in with whole school achievement Collective Worship.</p>	<p>To listen to poems and create their own.</p> <p>To create own compositions using tuned instruments.</p> <p>To explore and engage in music making and dance, performing solo or in groups.</p> <p>To invent their own narratives, making costumes and resources.</p> <p>To join in with whole school singing Collective Worship.</p> <p>To Join in with whole school achievement Collective Worship.</p>

ELG Being Imaginative and Expressive

- 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 stories with others and (when appropriate) try to move in time with music.