

Communication and Language
Personal, Social and Emotional Development
Physical Development
Literacy
Maths
Understanding of the World
Expressive Arts and Design

This document has been colour coded and sequenced in line with Development Matters. Links to the EYFS Profile, Development Matters and Birth to Five Matters are below.

[EYFS Profile](#)

[Link to Development Matters](#)

[Link to Birth to Five Matters](#)



# Nursery and Reception overview 25/26



North Scarle  
Primary School

	Ourselves		Our community		Our world	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value focus	Happiness		Learn		Succeed	
Cycle A 24/25	All about me	Lets celebrate	People who help us	Superhero's	At the bottom of the garden	Amazing animals
Cycle B 25-26	Marvelous me	Sparkle and shine	Real life superhero's	Once upon a time	Come outside	Awesome oceans
WOW moments Enrichment 25-26	Stay and play Harvest festival (06/10) Parent story time Autumn village walk Diwali celebration (20/10) Pumpkin decorating Field Friday	Stay and play Bonfire night (5/11) Nursery Rhyme week (10-14/11) Remembrance (11/11) Gunpowder plot Children in need (14/11) Field Friday Nativity Christmas Celebrations	Stay and play Ambulance visit Big Bird Watch Luna New Year Dragon Dance Winter walk to the church Safer internet day (10/02) Pancake day (17/02) Field Friday	Stay and play Trip to the Transport museum Holi festival (04/03) World Book day (5/3) Mothers day celebrations (15/03) Red Nose Day (21/03) Spring village walk Easter celebrations Field Friday	Stay and play Trip to the Cathedral Visit to the garden centre Hatching eggs/ caterpillars Planting seeds Field Friday	Stay and play World environment day (05/06) World oceans day (08/06) Fathers day celebrations (21/06) World mud day (29/06) Field Friday Transitions

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Rhymes and songs</b>  <b>Cycle A</b> <b>24/25</b>	can sing a rainbow If you're happy and you know it  I hear thunder Remember, remember the 5 <sup>th</sup> of November  Ten green bottles When Santa got stuck up the chimney  Away in a manger	I can sing a rainbow If you're happy and you know it  I hear thunder Remember, remember the 5 <sup>th</sup> of November  Ten green bottles When Santa got stuck up the chimney  Away in a manger	I can sing a rainbow If you're happy and you know it  I hear thunder Remember, remember the 5 <sup>th</sup> of November  Ten green bottles When Santa got stuck up the chimney  Away in a manger	Seesaw Margery daw Ten in the bed Tommy Thumb Wind the Bobbin up  Little Miss Muffet  The Grand old Duke of York  One two buckle my shoe		
<b>Rhymes and songs</b>  <b>Cycle B</b> <b>25/26</b>	Five Current Buns Dingle Dangle Scarecrow Baa Baa Black Sheep  Head, shoulders knees and toes  Incy wincy spider Remember remember the 5 <sup>th</sup> of November When Santa got stuck up the chimney  Away in a manger	A sailor went to sea One, two, three, four, five  Oranges and Lemons  It's raining, it's pouring  Hop little bunnies  Old Macdonald and a farm  Jack and Jill  Mary had a little lamb	A sailor went to sea One, two, three, four, five  Oranges and Lemons  It's raining, it's pouring  Hop little bunnies  Old Macdonald and a farm  Jack and Jill  Mary had a little lamb	Humpty Dumpty Hey Diddle Diddle  The wheels on the bus  Twinkle twinkle little star  Five little speckled frogs Three blind mice  Row row row your boat		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Personal, social and emotional development</b>						
<b>Reception</b>	<p>Learn to follow the Reception rules and routines</p> <p>Join in a growing range of activities</p> <p>See myself as a valuable individual</p> <p>know and talk about factors that support my overall health and wellbeing</p> <p>Be kind and use gentle/kind hands</p> <p>Start to recognise and manage feelings</p> <p>Begin to learn to take responsibility</p> <p>Begin to take turns with occasional adult support</p> <p>Understand how it feels to belong and that we are similar and different</p>	<p>See myself as a valuable individual, working successfully with others</p> <p>Identify something I am good at, understanding everyone is good at different things</p> <p>Manage my own needs</p> <p>Express my feelings and consider the feelings of others</p> <p>Build constructive and respectful relationships within the school community, sharing and cooperating with friends and other peers</p> <p>Understand that being different makes us all special</p>	<p>Be increasingly flexible and cooperative</p> <p>Explore how to keep my body healthy</p> <p>Understand that if I persevere, I can overcome challenges</p> <p>Talk about occasions when I didn't give up</p> <p>Set a goal and work towards it</p> <p>Talk about how I feel when I achieve a goal and know what it means to feel proud</p> <p>Know sometimes people need help</p> <p>Use kind words to encourage people</p> <p>Identify ways of being helpful to others and how this might make them feel</p>	<p>Understand that I need to exercise to keep my body healthy</p> <p>Understand how moving and resting are good for the body</p> <p>Understand which foods are healthy and not so healthy and can make healthy eating choices</p> <p>Understand what helps me go to sleep and why sleep is good for me</p> <p>Understand what a stranger is and how to stay safe if a stranger approaches me</p> <p>Knows the importance of thoroughly washing hands, especially before food and after the toilet</p> <p>Know and talk about the different factors that support my overall health and wellbeing</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Think about the perspectives of others</p> <p>Identify and moderate my own feelings socially and emotionally</p> <p>Talk about the effect my behaviour has on others</p> <p>Develop problem solving skills by talking through how myself and others resolved a problem or difficulty</p>	<p>Manage my own basic needs independently</p> <p>Show a 'can do' attitude</p> <p>Say what I do well and what I am getting better at</p> <p>Control my emotions using a range of techniques</p> <p>Set a target and reflect on progress throughout</p> <p>Try to resolve conflicts with others by finding a compromise</p> <p>Work collaboratively as a group, responding to other's ideas</p>	<p><b>ELG: Managing Self:</b></p> <ul style="list-style-type: none"> <li>-be confident to try new activities and show independence, resilience, and perseverance in the face of challenge</li> <li>-explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>-manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>ELG: Self-Regulation:</b></p> <p>I can.....</p> <ul style="list-style-type: none"> <li>-show an understanding of my own feelings and those of others and begin to regulate my behaviour accordingly</li> <li>-set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate</li> <li>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</li> </ul> <p><b>ELG: Building Relationships:</b></p> <ul style="list-style-type: none"> <li>-work and play cooperatively and take turns with others</li> <li>-form positive attachments to adults and friendships with peers</li> <li>-show sensitivity to my own and to others' needs</li> </ul>
<b>JIGSAW 4-5 year olds</b>	<p><b>ALL-</b></p> <p>JIGSAW- Being me</p> <p>Who me?</p> <p>How am I feeling today?</p> <p>Being at school</p> <p>Gentle hands</p> <p>Our rights</p> <p>Our responsibilities</p>	<p>JIGSAW- Celebrating differences</p> <p>What am I good at?</p> <p>I'm special, I'm me</p> <p>Families</p> <p>Houses and homes</p> <p>Making friends</p> <p>Standing up for yourself</p>	<p>JIGSAW- Dreams and goals</p> <p>Challenge</p> <p>Never give up</p> <p>Setting a goal</p> <p>Obstacles and support</p> <p>Flight to the future</p> <p>Footprint awards</p>	<p>JIGSAW- Healthy me</p> <p>Everybody's body</p> <p>We like to move it move it</p> <p>Food glorious food</p> <p>Sweet dreams</p> <p>Keeping clean</p> <p>Stranger danger</p>	<p>JIGSAW- Relationships</p> <p>My family and me</p> <p>Make friends, make friends, never ever break friends (1)</p> <p>Make friends, make friends, never ever break friends (2)</p> <p>Falling out an bullying 1</p> <p>Falling out and bullying 2</p> <p>Being the best friends we can be</p>	<p>JIGSAW- changing me</p> <p>My body</p> <p>Respecting my body</p> <p>Growing up</p> <p>Fun and fears part 1</p> <p>Fun and fears part 2</p> <p>Celebration</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Personal, social and emotional development</b>						
<b>Little Learners Nursery</b> Children in Little learners start at different points through the year. After a baseline assessment we would expect to see Little learners at different stages, so for example if they have started LL in term 5 we may see their communication and language development at a level earlier in the year- term 1 for example.	Learn to follow Nursery rules and routines with support Learn to share resources -show effortful control Be able to express a range of emotions Begin to accept praise for things I have done Become more confident with unfamiliar people Play with increasing confidence on my own and with others	Begin to select and use some of own resources Show more confidence in new situations Show a greater understanding of the class rules Be increasingly able to talk about and manage my emotions Safely explore emotions beyond the normal range through play and stories Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, etc Develop friendships with other children - begin to extend play ideas when playing with another child	Show greater independence in selecting my own resources and activities Become more outgoing with unfamiliar people, in the safe context of the setting Show more confidence in new social situations Begin to talk about my emotions Begin to join others in their play, extending and elaborating play ideas Begin to show an understanding of how to solve conflicts Develop a sense of responsibility and membership of a community	Continue to develop my independence in selecting resources and activities Begin to accept responsibility for carrying out tasks in the setting Begin to show more confidence with less familiar people who visit school Learn and practice good dental hygiene and why it is important Develop appropriate ways of being assertive Recognise that I belong to different communities and social groups and communicate freely about my own home and community	Assert my own ideas and preferences and notice other people's responses Explain why the Nursery rules are important Begin to manage my feelings and talk about emotions Understand how others might be feeling Play in a group with friends, and make up ideas of things to do and games to play Take turns with support from an adult	Remember the rules without an adult reminding me Talk about transition Identify healthy foods Know how to keep my body healthy Talk about what happens if I don't look after my teeth or visit the dentist Show confidence in new social situations Show an understanding of how others are feeling Play in a group extending play ideas Talk about what a friend is Talk with others to solve conflicts and think about problems from a different point of view Take part in pretend play and take on the roles of others

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Communication and language</b>						
<b>Listening, attention and understanding</b>	<p>Begin talking about settings/ characters in familiar stories</p> <p>Use specific vocabulary when talking about themselves and family</p> <p>Use simple sentences</p> <p>Share preferences, likes/ dislikes</p> <p>Use vocabulary from taught stories in play</p> <p>Verbally retell familiar stories with actions</p>	<p>Verbally re-tell familiar stories</p> <p>Use past tense appropriately when talking about things that have happened</p> <p>Share ideas with friends and a familiar adult</p> <p>Begin to ask questions to find out more</p>	<p>Continue to develop my knowledge of subject specific and every day vocabulary</p> <p>Talk about a range of objects and events in greater detail</p> <p>Share my thoughts and ideas with increasing confidence with a larger group</p> <p>Begin to use future tense correctly when talking about things that are going to happen</p>	<p>Use taught vocabulary with confidence</p> <p>Use vocabulary gained from books</p> <p>Talk about my thoughts and ideas using longer sentences</p> <p>Begin to use a range of tenses when speaking</p>	<p>Use talk to organise, sequence, and clarify thinking, ideas, feelings and events</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Link statements and stick to a main theme or intention</p> <p>Use talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen</p>	<p><b>ELG—Listening, attention and understanding</b></p> <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p style="color: green;">Listen attentively and respond during larger group situations, e.g. collective worship</p> <p style="color: green;">Sustain concentration in more challenging contexts, e.g. following a pictureless book, responding to multi-step instructions</p> <p style="color: green;">Express their views on a topic/storyline with reference to the content.</p> <p style="color: green;">Respond to how/why questions succinctly.</p> <p><b>ELG—Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p> <p style="color: green;">Show awareness of the listener, e.g. being expressive during Show-and-Tell, facing the audience, speaking in a clear, audible voice.</p> <p style="color: green;">Explaining and justifying a viewpoint.</p> <p style="color: green;">Use a range of vocabulary in lively and appropriate ways.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Communication and language</b>						
<p><b>Little Learners Nursery</b></p> <p>Children in Little learners start at different points through the year. After a baseline assessment we would expect to see Little learners at different stages, so for example if they have started LL in term 5 we may see their communication and language development at a level earlier in the year- term 1 for example.</p>	<p>Introduce the school rules and routines Listen to and join in with nursery rhymes</p> <p>Learn simple words to talk about myself and family Begin to engage in conversation</p>	<p>Use 4 words when talking Share preferences Express likes and dislikes Use vocabulary from taught stories in play</p>	<p>Use vocabulary influenced by books Introduce talk partners Learning what makes a good listener</p> <p>Continue to expand their vocabulary Begin to use longer sentences when talking</p>	<p>Use 4-6 words when talking Ask relevant questions</p>	<p>Begin to discuss transition into reception</p> <p>Start a conversation with other children and adults Begin to use talk to organise myself and my play Use past tense</p>	<p>Use a good range of vocabulary</p> <p>Express a point of view Engage in conversation with both adults and children</p> <p>Use sentences joined up with words like 'because', 'or', 'and'</p> <p>Begin to use the past and future tense</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Physical development</b>						
<b>Gross motor skills</b>	<p>Move confidently in different ways</p> <p>Know and refine fundamental movement skills already acquired</p> <p>Listen to instructions and know how to stay safe</p> <p>Travel and balance in different ways</p> <p>Move on the spot and around with some awareness of others</p>	<p>Safely navigate space and develop increasingly complex ways of travelling</p> <p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Use core muscle strength to achieve a good posture when sitting at a table or on the floor</p> <p>Develop overall body strength, co-ordination, balance and agility</p> <p>Negotiate space effectively</p> <p>Develop a range of ball skills including throwing, catching, kicking, passing, batting and aiming</p> <p>Experiment with wider range of equipment and use with more control</p>	<p>Combine different movements that require quick changes of speed and direction with ease and fluency</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines</p> <p>Perform a single skill or movement with simple control</p> <p>Discuss some of the changes that occur during exercise</p> <p>Know good practices regarding health and well-being such as eating healthily, exercising regularly, sleep and reasonable amounts of screen time</p>	<p>Use gymnastics apparatus to balance, climb and swing</p> <p>Link at least 2 movements together when performing a small range of skills</p> <p>Work sensibly with others, taking turns and sharing whilst comparing movements and skills</p> <p>Use equipment properly and move and land safely</p> <p>Work in a team collaborating and problem solving</p>	<p>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed</p> <p>Handle tools, objects, construction and malleable materials safely and with increasing control and intention</p> <p>Know and refine a range of ball skills</p> <p>Develop confidence, competence, precision and accuracy when engaging in ball activities</p> <p>Know and consolidate travelling and balancing skills through building sequences</p> <p>Experiment with direction and be able to change direction and speed whilst maintaining personal space</p> <p>Know what constitutes a healthy lifestyle</p> <p>Use large and small apparatus safely and with some skill</p> <p>Develop my small motor skills to use a range of tools competently, safely and confidently</p> <p>Use my core muscle strength</p>	<p>ELG—Gross motor</p> <p>-negotiate space and obstacles safely, with consideration for myself and others</p> <p>-demonstrate strength, balance and co-ordination when playing</p> <p>-move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p>Shows precision in movements (e.g. gymnastics) and excellent body control.</p> <p>Shows strength and power when jumping, throwing etc.</p> <p>Links series of movements fluently and confidently, e.g. in Dance.</p> <p>Engages in energetic and challenging physical activity through choice and with pleasure.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Physical development</b>						
<b>PE over-view</b>	<b>Ball skills</b>	<b>Dance Dinosaurs</b>	<b>Gymnastics in the jungle</b>	<b>Dance till you drop</b>	<b>Jumping Jacks</b>	<b>The Olympics</b>
	I can travel confidently in a range of ways.	I can combine a range of dance movements.	I can experiment with different ways of moving	I can change the speed of my dance moves.	I can jump from one space to another.	I can push an object (towards a target)
	I can control a ball and move it round my body.	I can find suitable moves to suit the music.	I can create my own way of moving	I can change the style of my dance moves.	I can hop from one space to another.	I can throw an object. (at/in a target)
	I can move a ball in a range of ways.	I can remember a range of movements to create a small dance.	I can confidently climb on a range of different equipment	I can build a repertoire of dances.	I can balance on one leg.	I can travel confidently in a range of ways. (running)
	I can pat a large ball making it bounce.	I can create movements to music.	I can confidently move around different objects	I can share my ideas about a dance performance.	I can confidently balance on a range of different equipment.	I can safely play a chasing game with other children.
	I can catch a range of objects.	I can build a repertoire of dances.	I can move in a range of way through different objects	I can think about how to make a dance even better.	I can confidently climb on range of different equipment.	I can successfully move in and out of objects at speed.
	I can kick a range of objects towards a target.	I can create a sequence of movements or gestures in response to an experience.	I can coordinate my movements	I can confidently join a wide range of different movements.	I can confidently jump off a range of equipment.	I can change direction when travelling at speed.
	I can kick a range of objects into a target.	I can confidently put my dance to suitable music	I can create my own short sequence of movements	I can adapt and change my dance to suit a different style.	I can land safely and with confidence when jumping off of equipment.	I can avoid objects when travelling at speed.
	I can control an object when it is coming towards me.		I can confidently move around, under, over and through different objects and equipment	I can create a small dance which shows my own ideas and thoughts.	I can confidently jump over a range of small equipment.	I can travel confidently in a range of ways. (jumping)
	I can throw an object at a target.				I can confidently join a range of movements to create a small sequence.	I can jump in a range of ways.
I can throw an object into a target.				I can control my body when performing my sequence of movements.	I can bend my knees to make myself jump further.	
I show good control when using equipment in a range of ways.				I can make my body roll in different ways.	I can land safely when jumping.	
I can co-ordinate my movements when using small equipment.				I can perform a range of different rolls.	I can jump over a obstacle.	
					I can confidently negotiate a space.	






	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Physical development</b>						
<b>Fine motor skills</b>	<p>Experiment with and control a wide range of small equipment</p> <p>Show a dominant hand</p> <p>Use a range of creative tools safely and appropriately</p>	<p>Develop small motor skills to use a range of tools competently</p> <p>Hold pencil correctly, use scissors with some control and use a knife and fork independently</p>	<p>Know how to hold a pencil correctly and start to form some letters correctly</p> <p>Handle tools, objects, construction and malleable</p> <p>Materials with increasing control</p> <p>Begin to show accuracy and care when drawing</p> <p>Cut and turn along outlines</p>	<p>Develop confidence and skill in using tap hammers and screwdrivers</p> <p>Safely use a wider range of food preparation tools</p> <p>Take off own jumper and turn correct way, pull arms through coat</p> <p>Cut and turn along outlines</p>	<p>Join and assemble with tape and glue</p> <p>Use fine mark-making tools to create texture and pattern in clay</p> <p>Control printing tools to create a desired effect</p> <p>Dismantle objects and mechanisms using a range of hand actions</p>	<p>ELG—fine motor</p> <ul style="list-style-type: none"> <li>-hold a pencil effectively in preparation for fluent writing</li> <li>-use the tripod grip in almost all cases</li> <li>-use a range of small tools, including scissors, paint brushes and cutlery</li> </ul> <p>begin to show accuracy and care when drawing</p> <p style="color: green;">Sits writing on or line and begin to show clear ascenders/ descenders.</p> <p style="color: green;">Able to control the size of their letters/ numbers.</p> <p style="color: green;">Uses a knife and fork together confidently to cut food.</p> <p style="color: green;">Draws detailed pictures.</p> <p style="color: green;">Can do/undo a variety of buttons and zips.</p>
<b>Vocabulary</b>	<p>Control, travel, balance, run, running, hop, hopping, skip, skipping, side steps, gallop, jump, jumping, landing, forward roll, apparatus, trapeze, under arm &amp; over arm, catching, throw, space, direction, change direction, target, position, heart, oxygen, stretch, muscles, core, strength, co-ordination, reach, relax, run, speed, stamina, distance, dance, perform, team, yoga, archery, boxing, golf, relay, javelin, quoit,</p>					

## Development of pencil grip from 2-6 years old

Every child is different, developing the skills needed to hold a pencil at a different time to their peers.

There are 5 developmental stages, that a child needs to go through, before they can successfully use a mature tripod grip. They need to work through each stage and as their hand, shoulder and arm strength and mobility increases so does the ability to move to the next developmental stage of the grip.

A child may not develop a three-finger tripod pencil grip until they are 5 - 6 years old. This is considered the most appropriate pencil grip, for right and left-handed writers, as it allows the fingers and wrist to work together to provide a more free-flowing movement.

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<p>Palmer-supinate grasp</p> <p>Holds the crayon/pencil in fist (whole hand) like a dagger. They use whole arm movements from the shoulder to mark-make. Due to this whole arm movement they prefer to work on a vertical surface.</p>  <p><small>©Teach Children Ltd</small></p>	<p>Palmer or digital-pronate grasp</p> <p>Holds a crayon/pencil with the palm of the hand facing down towards the paper. The crayon/pencil is held by all the fingers and the thumb. The movement comes from the shoulder and elbow. Again due to the way the arm moves a vertical surface is preferred</p>  <p><small>©Teach Children Ltd</small></p>	<p>Four finger and thumb grip</p> <p>Holding the crayon/pencil between the thumb and four fingers with the crayon/pencil in a nearly vertical, upright position. Movement comes from the elbow and wrist.</p>  <p><small>© Teach Children Ltd</small></p>	<p>Static quadruped or tripod grip</p> <p>Holding the pencil in very nearly in the correct position however the web space is narrower than it would be if held in a mature tripod grip. This means that the movement is coming from the wrist and large finger movements.</p>  <p><small>© Teach Children Ltd</small></p>	<p>Mature / Dynamic tripod grip</p> <p>This is traditionally considered the most appropriate handwriting pencil grip for both left and right-handed writers. Holding the pencil between the thumb and index finger with pencil supported on the middle finger. The ring and little fingers are gently curled inwards. This gives an open wide web space which means the movement comes from the fingers.</p>  <p><small>© Teach Children Ltd</small></p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Physical development</b>						
<p><b>Little Learners Nursery</b></p> <p>Children in Little learners start at different points through the year. After a baseline assessment we would expect to see Little learners at different stages, so for example if they have started LL in term 5 we may see their communication and language development at a level earlier in the year- term 1 for example.</p> <p><b>Gross moto skills</b></p>	<p>Develop gross motor skills (balancing, riding and ball skills)</p> <p>Use large muscle movements to wave flags/streamers, to paint and make marks</p> <p>Draw lines and circles using gross motor movements</p> <p>Take off coat and shoes with some support</p> <p>Say when I need the toilet</p>	<p>Choose the right resources to carry out my own plan</p> <p>Develop large muscle movements to wave scarves and make marks</p> <p>Begin to use patterns of movements linked to music</p> <p>Show greater independence in personal care needs</p>	<p>Choose the resources I need to complete a task and begin to use them safely</p> <p>Begin to show increased control when moving in different ways (skipping, hopping, balancing, crawling, walking, running)</p> <p>With support collaborate with others to manage large items</p>	<p>Explore a range of equipment for different purposes</p> <p>Show confidence in putting on my own coat</p> <p>Use different ways of moving such as galloping, slithering etc.</p> <p>Balance on one leg</p> <p>Use and remember sequences and patterns of movement</p>	<p>use a dominant hand when reminded</p> <p>use a tripod grip when holding pens/pencils</p> <p>Put on my own coat and attempt to fasten it</p> <p>continue to explore different tools and begin to choose the right tool for a purpose with support</p> <p>begin to throw and catch a large ball</p> <p>cut carefully along a line with scissors</p> <p>Cut soft things with a knife - thread small beads onto a string</p> <p>Run confidently at different speeds</p> <p>jump off apparatus carefully and safely, landing on both feet</p>	<p>Show a preference for a dominant hand</p> <p>Use a 2 finger, 1 thumb grip for appropriate tools</p> <p>Form the letters in my first name correctly</p> <p>Put on my own shoes</p> <p>Choose the right resources to carry out a task and use them safely</p> <p>Choose the correct physical skill to match a task</p> <p>Ask others for help with a challenge I find tricky</p> <p>Climb safely showing an awareness of risks and talk about them</p> <p>Catch a large ball</p>
<p><b>Fine Motor</b></p>	<p>Manipulate objects with good fine motor skills</p> <p>Begin to use simple onehanded tools</p> <p>Hold pencil/paintbrush beyond whole hand grasp</p>	<p>Begin to use scissors safely to make snips in paper with support</p> <p>Make marks with different size pens with a palmer grip</p>	<p>Use one handed tools such as scissors for snipping with greater independence</p> <p>Demonstrate greater control when using pencils</p> <p>Demonstrate greater control when using pencils</p> <p>Start to eat independently and learn how to use a knife and fork</p>	<p>Independently use one handed tools to begin to make snips</p> <p>Use pincer movements to pick up small items or nip malleable materials</p> <p>Begin to thread and weave</p>	<p>Weave materials into frames</p> <p>attempt some very simple fastenings when dressing and undressing</p>	<p>Use a knife and fork independently</p> <p>Repeat the same mark making movements with control and ascribe meaning to marks</p>
<p><b>Vocabulary</b></p>	<p>Walking, climbing, running, sliding, jumping, dancing, kick, throw, rolling, crawling, shuffling, hopping, under, over, pushing, bench, mats, safety.</p>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Literacy</b>						
<b>Compre- hension</b>	<p>Listen and enjoy sharing a range of books</p> <p>Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover</p> <p>Know that print carries meaning and in English, is read from left to right and top to bottom</p> <p>Know the difference between text and illustrations</p> <p>Enjoy joining in with rhyme, songs and poems</p> <p>Join in with repeated refrains and key phrases</p>	<p>Engage in conversation and answer questions when reading wordless fiction and non-fiction books</p> <p>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations</p> <p>Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences</p>	<p>Use picture clues to help read a simple text</p> <p>Predict and anticipate key events based on illustrations, story content and title</p> <p>Understand the structure of a non-fiction book is different to a fiction book</p> <p>Play is influenced by experience of books</p>	<p>Retell stories in the correct sequence, drawing on language patterns of stories</p> <p>Say how I feel about stories and poems, what parts of the story I liked or disliked</p> <p>Identify favourite characters, events, or settings and why</p> <p>Independently access the features of a non-fiction book</p> <p>Play influenced by experience of books</p> <p>Innovate a well-known story with support</p>	<p>Correctly sequence a story or event using pictures and/or caption</p> <p>Respond to questions about how and why something is happening</p> <p>Know the difference between different types of texts (fiction, nonfiction, poetry)</p>	<p><b>Early learning Goal</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p style="color: green;">Recycle familiar stories verbally (or in written form), recalling the structure of the original story.</p> <p style="color: green;">Substantiate their predictions and opinions with evidence from the story.</p> <p style="color: green;">Use newly acquired language from books in different contexts.</p> <p style="color: green;">Begin to explore the ideas of characters thoughts, feelings and actions</p> <p style="color: green;">Show an interest in fiction, non-fiction, poetry and rhyme</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Literacy</b>						
<b>Word reading</b>	<p>Hear general sound discrimination and be able to orally blend and segment</p> <p>Read individual letters by saying the sounds for them</p>	<p>Blend sounds into words, so that I can read short words made up of known letter-sound correspondences</p>	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that I can read short words made up of known letter-sound correspondences</p> <p>Read a few common exception words matched to the school's phonics programme</p> <p>Re-read books to build up my confidence in word reading, fluency, understanding and enjoyment</p>	<p>Read some letter groups that each represent one sound and say sounds for them</p>	<p>Read some letter groups that each represent one sound and say sounds for them</p>	<p><b>Early Learning Goal</b> 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.</p> <p>Is keeping pace with the termly expectation set out in the school's chosen phonic programme.</p> <p style="color: green;">Be able to read with fluency and confidence Apply their word reading skills of blending unfamiliar words and tricky words within everyday provision and out of context Engage in reading for pleasure</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Literacy</b>						
<b>Writing</b>	<p>Develop listening and speaking skills in a range of contexts</p> <p>Be aware that writing communicates meaning</p> <p>Give meaning to marks I make</p> <p>Understand that thoughts can be written down</p> <p>Write my own name, copying it from a name card or try to write it from memory</p> <p>Use talk to link ideas, clarify thinking and feelings</p> <p>Understand that thoughts and stories can be written down</p> <p>Orally segment sounds in simple words</p> <p>Know that print carries meaning and in English, is read from left to right and top to bottom</p>	<p>Copy adult writing behaviour e.g. writing on a whiteboard, writing messages</p> <p>Make marks and drawings using increasing control</p> <p>Know there is a sound/symbol relationship</p> <p>Use some recognisable letters and own symbols</p> <p>Write letters and strings, sometimes in clusters like words</p> <p>Orally compose a sentence and hold it in memory before attempting to write it</p> <p>Orally spell VC and CVC words by identifying the sounds</p> <p>Write my own name</p> <p>Form letters from my name correctly</p>	<p>Use appropriate letters for initial sounds</p> <p>Orally compose a sentence and hold it in memory before attempting to write it using simple conjunctions</p> <p>Spell to write VC and CVC words independently using Phase 2 graphemes</p> <p>Show a dominant hand</p> <p>Write from left to right and top to bottom</p> <p>Begin to form recognisable letters</p>	<p>Build words using letter sounds in writing</p> <p>Use talk to organise describe events and experience</p> <p>Begin to write a simple sentence with support</p> <p>Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes</p> <p>Spell some irregular common (tricky) words e.g., the, to, no, go independently</p> <p>Hold a pencil effectively to form recognisable letters</p>	<p>Continue to build on knowledge of letter sounds to build words in writing</p> <p>Use writing in play</p>	<p><b>Early Learning Goal</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Form all letters correctly, with clear ascenders and descenders</p> <p>Apply their writing skills within everyday provision and out of context</p> <p>Begin to form very simple narratives linking more than one sentence.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Literacy</b>						
<p><b>Little Learners Nursery</b></p> <p>Children in Little learners start at different points through the year. After a baseline assessment we would expect to see Little learners at different stages, so for example if they have started LL in term 5 we may see their communication and language development at a level earlier in the year- term 1 for example.</p> <p><b>Comprehension</b></p>	<p>Know books have words and pictures</p> <p>Turn the pages one at a time</p> <p>Point to a picture in a book</p> <p>Point to a named character in a familiar book</p> <p>Listen to a simple story and understand what is happening with the help of the pictures</p> <p>Enjoy sharing books with an adult</p> <p>Pay attention and respond to the pictures or words</p>	<p>Recognise my written name</p> <p>Point to print in the classroom environment</p> <p>Have favourite books and seek them out to share with someone</p> <p>Join in with words and phrases</p> <p>Ask for a specific story</p>	<p>Recognise signs from my local environment</p> <p>Recognise a known character in a different context</p> <p>Begin to sequence a story using talk to retell a story</p> <p>Answer questions about the story, talk about the places and people in stories and important things that are happening</p> <p>Know that print has meaning and purposes</p> <p>Know that we read English text from left to right and from top to bottom</p> <p>Name the different parts of a book (cover, title, page)</p>	<p>Recognise my name in a line up of names</p> <p>Talk about what happens at the beginning, middle and end of the story</p> <p>Use nouns, adjectives for description, verbs for events</p> <p>Reason as to why and explain how</p>	<p>Use descriptive language to describe imaginary characters and places</p> <p>Order 2 events using 'and then'</p> <p>Answer questions about the story, talking about places, people and important things</p> <p>Suggest how a story might end</p>	<p>recognise and read my full name, distinguishing it from others</p> <p>Retell verbally well-known stories</p> <p>Use the words 'before' and 'after' when describing event</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Literacy</b>						
<p><b>Little Learners Nursery</b></p> <p>Children in Little learners start at different points through the year. After a baseline assessment we would expect to see Little learners at different stages, so for example if they have started LL in term 5 we may see their communication and language development at a level earlier in the year- term 1 for example.</p> <p><b>Writing</b></p>	<p>Draw and scribble</p> <p>Sit in a balanced position -pretend to write</p> <p>Make controlled marks in sand, shaving foam, with large chalk, paint easel</p> <p>Begin to establish a dominant hand</p> <p>Show interest in and recognise marks</p> <p>Distinguish between marks and scribbles</p>	<p>Make controlled marks (lines, dots, dashes, circles, back and forth scribbling)</p> <p>Distinguish and name marks</p> <p>Copy shapes and patterns using increasingly precise tools</p>	<p>Make small controlled marks (lines, dots, dashes, circles, etc)</p> <p>Use a 2 finger and thumb grip</p> <p>Add some marks to my drawings, giving meaning -make marks on my picture to stand for my name</p>	<p>Begin to show a preference of hand when mark making</p>	<p>Use some of my print and letter knowledge in my early writing</p> <p>Understand a written word as a unit that conveys meaning</p> <p>Begin to encode my name</p>	<p>Write some or all of my name</p> <p>Write some letters accurately (lower case and capitals for my name)</p> <p>Relate the meaning of the marks I make</p> <p>Pretend to write in different contexts</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Literacy</b>						
<p><b>Little Learners Nursery</b></p> <p>Children in Little learners start at different points through the year. After a baseline assessment we would expect to see Little learners at different stages, so for example if they have started LL in term 5 we may see their communication and language development at a level earlier in the year- term 1 for example.</p> <p><b>Reading</b></p>	<p><i>Learning the name and mnemonic for each picture card.</i></p> <p><i>m a s d t i n p</i></p>	<p><i>Learning the name and mnemonic for each picture card.</i></p> <p><i>g o c k u b f</i></p>	<p><i>Learning the name and mnemonic for each picture card.</i></p> <p><i>e l s h r j v y</i></p>	<p><i>Learning the name and mnemonic for each picture card.</i></p> <p><i>w t h z c h q u x n g n k</i></p>	<p><i>Mini speed sound lessons focusing on the 16 single letter sounds and beginning to blend</i></p> <p><i>m a s d t l n p g o c k u b f</i></p>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Mathematics</b>						
	<p><b>Mastering number weeks 1-11</b></p> <p>Subitising to 3</p> <p>Counting sequence 1:1 correspondence, cardinality</p> <p>Composition of 3 and 4</p> <p>Subitising 4</p> <p>Making 4</p> <p>Counting to 5, 5 fingers on hand, die-five pattern</p> <p>Comparison by matching, including when groups are equal</p>	<p>Focus on the concept of a 'whole'</p> <p>Focus on the composition of 5</p> <p>Counting beyond 5</p> <p>Connect subitised quantities to numerals</p> <p><b>Additional weeks—shape, space and measure objectives from White Rose Maths</b></p> <p>Talk about measure and patterns</p> <p>Circles and triangles</p> <p>Shapes with 4 sides</p>	<p><b>Mastering numbers weeks 12-20</b></p> <p>Order numbers to 5; focus on each number being 1 more than the previous</p> <p>Introduce the '5 and a bit' structure using fingers and die frame representations</p> <p>Equal and unequal groups</p> <p>Connect the counting sequence ordinality; 'staircase' pattern and explore '1 more' and '1 less'</p> <p>Comparison using knowledge or ordinality rather than comparison by matching</p> <p>Composition of 7 as 2 groups, '5 and a bit'</p>	<p>Subitising within 6; explore doubles</p> <p>Sort odd and even numbers by looking at the tops; odd blocks and flat tops</p> <p><b>Additional weeks—shape, space and measure objectives from White Rose Maths</b></p> <p>Mass and capacity</p> <p>Length, height and time</p> <p>Explore 3D shapes</p>	<p><b>Mastering number weeks 21—31</b></p> <p>Count larger amounts and focus on strategies for counting</p> <p>Focus on structured arrangements including 10-frames</p> <p>Focus on representations of numbers using fingers and 10-frames</p> <p>Focus on doubles using different representations</p> <p>Focus on ordinality; comparing numbers</p> <p>'seeing' small quantities and numbers withing large quantities</p>	<p>Strategies for counting</p> <p>Compare groups of objects that are of different sizes/colours/attributes</p> <p>Investigate parts and wholes</p> <p>Continue to practically explore the composition of numbers to 10</p> <p>Recall the numbers within 3, 4, 5, and 10. Recall double facts. Recall missing parts within 5.</p> <p><b>Additional weeks—shape, space and measure objectives from White Rose Maths</b></p> <p>Visualise, build and map</p> <p>Manipulate, compose and decompose</p> <p>Making connections</p>
<b>Vocabulary</b>	<p>Maths, mathematician, one, two, three to twenty and beyond, total, how long, next, before, after, counting each object, order, count on, count back, same as, split, group, share, subitise, square, triangle, circle, rectangle, oval, hexagon, half full, container, scales, weigh, weighs, days of the week, birthdays, holiday</p>		<p>Heavy, light, heavier, lighter, rectangular, cylinder, cube, cuboid, pyramid, cone, sphere, more, less, dew, fewer, fewest, smaller, smallest, balance, calculations, addition, plus, altogether, equals, number bonds, counting in 10's, 5's, 2's, number line/track/square.</p>		<p>Subtraction, minus, take away, more, fewer, compare, equals, same as, time, o'clock, half, double, halve, number bonds, share, share equally, divide, odd, even, months of the year, seasons,</p>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Mathematics</b>						
<b>Number</b> <b>Numerical patterns</b> <b>Shape, space and measure</b>	<p>Count forwards and backwards within the number -sequence 1 to 10</p> <p>Recognise, say and identify numerals 1 to 9</p> <p>Count up to five objects by touching each object and saying one number name for each item</p> <p>Represent numbers up to five, using fingers</p> <p>Subitise to 3</p>	<p>Order numbers from 1 to 9</p> <p>Say the number that comes after a given number</p> <p>Count forwards and backwards within the number sequence 1 to 20</p> <p>Use zero and the numeral to represent it</p> <p>Recognise that a shape can have other shapes in it and explore this in construction</p> <p>Compare lengths</p>	<p>Order numbers across the 10 boundaries (e.g., 8 to 11).</p> <p>Recognise, say and identify numerals 0 to 9 and beyond</p> <p>Say the numbers that come before and after a given number within the number sequence 1 to 20</p> <p>Recognise and continue patterns linked to number more independently</p> <p>Begin to use the ordinal language of 'first', 'second' and 'third' in practical contexts</p> <p>Confidently count any arrangement of up to ten objects</p>	<p>Subitise to 5</p> <p>Recognise, without counting, familiar patterns of up to six objects</p> <p>Estimate how many objects can be seen and check by counting (up to ten)</p> <p>Find one more or one less than a number from 1 to 10</p> <p>Partition and recombine small groups of up to ten objects</p> <p>Begin to explore doubles and halving to 10</p> <p>Recognise the symbols for addition and subtraction</p> <p>Count forwards and backwards within the number sequence 1 to 20</p>	<p>Find the total number of objects in two groups by counting and begin to write the number sentence</p> <p>Recognise that the number of objects in a set does not change if moved around</p> <p>Remove objects from a small group, count how many are left and write the total</p> <p>Count forwards and backwards within the number sequence 0 to 30</p> <p>Use a number line to add simple number sentences</p> <p>Act out, recall and write different ways to make 5 and then 10</p>	<p><b>Early learning goals</b></p> <p>Numerical patterns</p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p><b>Know number bonds to 10</b></p> <p><b>Make strong links between areas of their learning</b></p> <p><b>Make estimations based on their "number knowledge/sense"</b></p> <p><b>Apply number knowledge to solve problems</b></p> <p><b>ELG—SSM</b></p> <p>Use everyday language to discuss length, size, height, weight, time, position and capacity. Use this language to make simple observations, e.g. this is heavier than that.</p> <p>Shape - Understand and use correct mathematical language to describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved).</p> <p>Shape - Know some common 2D and 3D shapes.</p> <p>Pattern - create, copy and continue a simple pattern</p> <p><b>Pattern - create patterns of increasing complexity</b></p> <p><b>Shape - confidently discuss the properties of common and irregular 2D and 3D shapes, e.g. giving clues.</b></p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Mathematics</b>						
<p><b>Little Learners Nursery</b></p> <p>Children in Little learners start at different points through the year. After a baseline assessment we would expect to see Little learners at different stages, so for example if they have started LL in term 5 we may see their communication and language development at a level earlier in the year- term 1 for example.</p>	<p>Colours</p> <p>Matching</p> <p>Sorting</p> <p>The number 1</p> <p>The number 2 subitising</p>	<p>Number 2</p> <p>Pattern</p> <p>Number 3 subitising</p> <p>Number 3 numerals and triangles</p> <p>Days of the week</p>	<p>Number 4 counting and composition</p> <p>Number 4 squares and rectangles</p> <p>The number 5, counting and numerals</p> <p>The composition of 5</p> <p>Number 6</p>	<p>Height and length</p> <p>Mass</p> <p>Capacity</p> <p>Sequencing</p> <p>Positional language</p>	<p>More / fewer</p> <p>2D shapes</p> <p>3D shapes</p>	<p>Number composition 1-5</p> <p>What comes after?</p> <p>What comes before?</p> <p>Day and night</p> <p>Positional language</p>
<i>Vocabulary</i>	Count, number, next, before, after, one, two, three, four, five, six, seven, eight, nine, ten, object, order, same, different, more, less, shape, pattern, repeated, now, soon, later, big, small, size, red yellow blue		how many altogether, total, besides, how long, under, over, next to, between, behind, in front, inside, next to, outside, subitise, heavy, light, tall, short. longer, shorter, full, half, empty, holds, container. Purple, orange, green		2D, 3D solid shapes, solid, sides, faces, round, curved, Pink, violet, indigo, morning, afternoon, night, bedtime, what comes next?	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Mathematics</b>						
<p><b>Little Learners Nursery</b></p> <p>Children in Little learners start at different points through the year. After a baseline assessment we would expect to see Little learners at different stages, so for example if they have started LL in term 5 we may see their communication and language development at a level earlier in the year- term 1 for example.</p>	<p>Join in singing counting/ number songs involving numbers to 5</p> <p>Begin to use numbers when playing</p> <p>Recognise and name colours in a variety of contexts</p> <p>Explore and match objects which are the same/different</p> <p>Sort by colour, size and shape</p> <p>Use some number names and number language accurately</p> <p>Offer comments or ask questions about numbers</p> <p>Show an awareness of numbers in the environment</p>	<p>Say some number names in sequence</p> <p>Recognise and continue simple repeating patterns e.g., two colours</p> <p>Explore 2d shapes and begin to learn their names</p>	<p>Represent numbers up to five, using fingers</p> <p>Show awareness of one-to-one correspondence through practical everyday experiences</p> <p>Describe a familiar route - use some simple positional language (in front and behind)</p>	<p>Count forwards and backwards within the number sequence 1 to 5</p> <p>Begin to make comparisons between quantities</p> <p>Use some number language, such as 'more' and 'a lot'</p> <p>Recognise some numbers of personal significance</p>	<p>Count actions or sounds</p> <p>Recognise, say and identify numerals 1 to 5</p> <p>Understand that numbers identify how many objects are in a set</p> <p>I can explore the properties of 2D and 3D shapes</p> <p>Use two shapes to form a bigger one and name it</p>	<p>count up to five objects by touching each object, saying one number name for each item</p> <p>know that the last number in the count gives the total</p> <p>Order numbers between 1 to 5 -</p> <p>Recognise groups with 1,2 or 3 objects</p> <p>Match groups with the same number of objects (1-3)</p> <p>Recall a sequence of everyday life</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Specific areas: Expressive Art and Design</b>						
<b>Creating with materials</b>  <b>Being imaginative and expressive</b>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Follow drawings and curved and straight lines to create line drawings of different buildings</p> <p>Detailed self-portraits using a choice of materials</p> <p>Know a range of songs related to myself and my community</p> <p>Sing in a group or on my own, following the melody and increasingly matching the pitch</p> <p>Copy-clap the rhythm of names</p> <p>Explore high sounds and low sounds using voices</p> <p>Begin to move in response to music</p>	<p>Sing a range of well-known nursery rhymes and songs</p> <p>Explore colour mixing using primary colours</p> <p>Explore warm and cool colours looking at Autumn and Winter</p> <p>Print or collage to create a pattern or image</p> <p>Select colours appropriately for tasks</p> <p>Learn about arts and crafts from different countries - Diwali lamps, Christmas cards, Hanukah cards, Rangoli</p> <p>Listen to and explore the beats of different music from around the world</p> <p>Know that different music is played for different celebration</p> <p>Learn to play percussion instruments and listen to the sounds they make</p> <p>Know that sounds can be changed by altering the way they are made</p> <p>Move to musical stimuli and keep in time to the music</p>	<p>Know different songs and dances from around the world</p> <p>Join in simple songs remembering some of the words</p> <p>Participate in action songs which call for movement</p> <p>Move to musical stimuli in a variety of ways, e.g., hopping, marching, skipping and jumping</p> <p>Explore and engage in music making and have a simple understanding of a beat</p> <p>Share creative ideas with peers and begin to work together, sharing skills</p> <p>Start to create my own storylines that include peers</p> <p>Continue to draw and paint pictures with increasing complexity</p> <p>Construct with a purpose in mind, using a variety of resources</p> <p>Safely construct with a purpose and evaluate my designs</p> <p>Select tools and techniques needed to shape, assemble and join materials I am using and explain the process I have used</p> <p>Make observations and draw pictures of Arctic/Antarctic animals</p> <p>Return to and build on their previous learning, refining ideas and developing the ability to represent them</p> <p>Know that different materials can be used to create art</p> <p>Explore art from different places around the world</p> <p>Execute a sequence of instructions on a programming toy or app to guide a robot – bee bot, safer internet day</p> <p>Know some ways to stay safe online</p> <p>Use a digital camera or iPad to record images and videos</p>	<p>Design with a purpose in mind and explain the process I have used</p> <p>Make 3D models</p> <p>Draw an object from careful observation talking about the features that I have included</p> <p>Make props to use in role play and small world play</p> <p>Know a repertoire of songs – nursery, topical, seasonal, inter-denominational and multi-cultural</p> <p>Imitate and create movement in response to music</p> <p>Tap out simple repeated rhythms and make some up showing interest in the way musical instruments sound</p> <p>Explore high pitch and low pitch in the context of songs</p> <p>Create collaboratively sharing ideas, resources and skills</p> <p>Use tools and techniques with increased care and precision</p> <p>Mix a range of colours needed for a purpose</p> <p>Execute a sequence of instructions on a programming toy or app to guide a robot</p> <p>Use a digital camera or iPad to record images and videos</p>	<p>Create collaboratively sharing ideas, resources and skills</p> <p>Change the tempo and dynamics whilst playing music</p> <p>Know how to use a wide variety of instruments</p> <p>Begin to understand emotion through music and can describe music in simple terms</p> <p>Draw with details</p> <p>Problem solve and reflect on my designs and creations</p> <p>Construct with a purpose</p> <p>Independently use tools and techniques with increased care and precision</p>	<p><b>Early Learning Goals creating with materials</b> 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. Make considered/purposeful decisions on how media and materials can be used, combined and matched to a purpose. <i>Draw inspiration from the work of others as starting points or to improve their own work, e.g. recreating a painting of a famous artist.</i> <i>Show mastery and confidence in techniques, e.g. colour-mixing.</i> 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. <i>Show a particular interest/mastery in an area or genre of music/performance. E.g. plays a musical instrument, reads simple music, performs ballet to match a piece of music.</i> <i>Perform with confidence and awareness of the audience, e.g. using expression.</i> <i>Talk about the ideas/processes that led them to produce their artwork/performance. Reflect on their work, reviewing it and recognising strengths and areas of improvement.</i></p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Expressive art and design</b>						
<b>Music Cycle A</b>	Exploring sound	Celebration music	Movement and music	Music and stories	Transport	Big band
<b>Cycle B</b>	Making sounds	Festival music	We like to move it more it	Storytelling	Getting around	Lets make music
<b>Vocabulary</b>	High, Low, Fast, Slow, Loud, Quiet, steady Beat, Rhythm, Singing, whispering, talking, voice, Audience, Song, Tune, Body percussion, Instruments, Triangle, Bells, Drum, Maraca, Chime bars, Tambourine, Listen, shaking, hitting, rattling, on own, together, beginning, middle, end, playing, pulse, taps					

<b>Art Cycle A</b>	Printing		Sculpture		Painting	
<b>Cycle B</b>		Pastels		collage		Sculpture
<i>Vocabulary</i>	Smooth, Shiny, Rough, Prickly, Flat, Patterned, Jagged, Bumpy, Soft, Hard, Paint, Colours, Drawings, Pencils, Chalk, Crayons, Pastels, Glue, Scissors, Cutting, Sticking, Joining, Making, Planning, Clay, colour mixing, artist, water colours, sculpture, design,					
<b>DT Cycle A</b>	Structures - junk modelling		Cooking—spring soup		Textiles—book marks	
<b>Cycle B</b>		Cooking—mince pies		Structures—boats		Mechanisms
<b>Vocabulary</b>	<b>Design;</b> Picture, drawing, use, make, experiment, create, creation, change, tools, materials, idea, improve, adapt, technology, masking tape, string, join, connect, <b>Cooking &amp; Nutrition Food,</b> cooking, baking, recipe, ingredients, meal, snack, healthy, diet, measure, clean, germs, hygiene, scales,					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Specific areas: Expressive Art and Design</b>						
<p><b>Little Learners Nursery</b></p> <p>Children in Little learners start at different points through the year. After a baseline assessment we would expect to see Little learners at different stages, so for example if they have started LL in term 5 we may see their communication and language development at a level earlier in the year- term 1 for example.</p>	<p>Use my imagination to consider what I can do with different materials</p> <p>Make simple models which express my ideas</p> <p>Enjoy and take part in action songs</p> <p>Start to develop pretend play, pretending that one object represents another</p> <p>Talk about the marks that I have made when drawing and painting</p> <p>Use some shapes and lines when drawing and painting</p> <p>Explore blocks and construction sets</p> <p>Begin to explore some simple percussion instruments</p> <p>Engage in some simple pretend play based on own experiences.</p> <p>Explore different materials with support</p> <p>Understand how to use glue to stick materials</p>	<p>Explore different materials freely, to develop my ideas about how to use them and what to make</p> <p>Listen with increased attention to sounds</p> <p>Remember some songs in their entirety</p> <p>Play percussion instruments with increasing control</p> <p>Engage in simple small world play based on my own experiences or stories that I have heard</p> <p>Begin to create closed shapes when drawing and use them to represent objects with support</p> <p>Begin to join different materials with support</p>	<p>Explore different textures</p> <p>Sing a range of songs and nursery rhymes considering pitch and melody</p> <p>Continue to explore different instruments</p> <p>Use own imagination to make up small worlds and simple storylines</p> <p>Explore a range of materials with independence</p> <p>Continue to develop my knowledge of how to join different materials, hammers and nails, tape and glue</p> <p>Begin to draw and paint using lines and shapes to represent objects</p>	<p>Begin to show different emotions when painting</p> <p>Begin to draw and paint with increasing complexity and detail</p> <p>Sing a range of songs and nursery rhymes considering pitch and melody</p> <p>Continue to explore different instruments</p> <p>Use own imagination to make up small worlds and simple storylines</p> <p>Continue to develop my knowledge of how to join different materials, hammers and nails, tape and glue</p> <p>Explore a range of materials with independence</p>	<p>Explore how instruments can be used to express different feelings</p> <p>Make up my own songs based on a familiar one</p> <p>Explore colour mixing with support</p> <p>Continue to draw with greater complexity and detail</p> <p>Begin to develop more complex stories</p> <p>Develop own ideas about which materials to use and what to make</p>	<p>Develop an understanding of using lines to enclosed a space</p> <p>begin to use drawing to represent actions and objects based on imagination, observation, and experience</p> <p>Use various construction materials</p> <p>Create my own piece of art and give meaning</p> <p>Play a given instrument to a simple beat</p> <p>Respond to what I have heard, expressing my thoughts and feelings</p> <p>Perform my favourite song in front of a small group</p> <p>Take on a role, talking about who I am and interacting with peers</p> <p>Play instruments in different ways</p>
<b>Vocabulary</b>	<p>paint, apron, colour, shade, mixing, painting, artist, sparkle, playdough, rolling pin, cutters, extruder, shape, roll, squeeze, Sellotape, masking tape, scissors, construct, modelling, design, glue</p>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Specific area: Understanding the world</b>							
<b>Natural world</b>	<p>Explore the natural world and describe what I see, hear and feel when outside</p> <p>Understand the effects of the changing seasons around me</p> <p>Know the name of the road, and the name of the village where my school is located</p> <p>To be able to draw information from a simple map</p> <p>Begin to know the difference between a map and a globe</p>	<p>Begin to describe what I see, smell and feel in the natural world</p> <p>Talk about Recycling – linked to Recycling week</p> <p>Begin to understand the negative impact that humans can have on the environment</p>	<p>Find and name the Arctic and Antarctic on a globe/map</p> <p>Talk about why something melts or freezes and the changes that happen</p> <p>Make observations of the animals that live in the Arctic/Antarctic/desert and talk about what makes them special</p> <p>Compare the weather in winter to the weather in autumn</p> <p>Recognise the similarities and differences between hotter and colder regions and where we live</p> <p>Talk about endangered and vulnerable animals</p> <p>To begin to understand the negative impact that humans can have on the environment</p>	<p>Talk about signs of Spring / changes from winter to spring – Spring walk.</p> <p>Understand the effect of changing seasons on the natural world around me</p> <p>Explore the natural world around me, making observations and drawing pictures of animals and plants</p> <p>Explore non-contact forces (gravity and magnetism)</p>	<p>Know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what I have read</p>	<p><b>Early Learning Goal</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><i>Use a mature vocabulary to describe natural phenomena/objects, e.g. absorbed, evaporated, condensation.</i></p> <p><i>Show understanding of some ways that the natural world can be harmed (e.g. pollution) and some ways we can look after it (e.g. recycling).</i></p>	
<b>Science</b> <b>Cycle A</b> <b>Cycle B</b>	<p>Natural materials</p> <p>Seasons</p> <p>Autumn</p>	<p>Uses of materials</p> <p>Living things and their habitats</p>	<p>Changing states of matter</p> <p>Animals and humans</p> <p>Winter</p>	<p>Plants</p> <p>Animals and humans—growth</p> <p>Spring</p> <p>Forces</p>	<p>Materials</p> <p>Summer</p>	<p>Changing states of matters</p> <p>Living things and their habitats</p>	
<b>Vocabulary</b>	<p><b>Plants</b> Tree, leaf, flower, stem, seed, trunk, branch, leaves, flowers, petals, fruit, roots, bulb, living things, creatures, habitats. Places – Woodland, dessert, Ocean, Sea, Jungle, Arctic, seaside, stone, tree, soil.</p> <p><b>Objects and Materials</b> Material Fruit, vegetables, object, material, hard, wood, glass, paper, hard, soft, plastic, shiny, metal, rock, fabric, smooth, rough, dissolve, melt, absorb.</p> <p><b>Living things – Animals including Humans</b> Head, eyes, nose, mouth, ears, hands, fingers, feet, toes, arm, leg, face, hair, leg, knee, arm, elbow, back, toes, head, ear, hands, adult, baby, child, animal, human, egg, birds, insects, bugs, minibeasts, fish, life-cycles, herbivore carnivore, omnivore.</p> <p><b>Seasonal Changes</b> Cold, warm, hot, sun, rain, snow, Season, Summer, Spring, Autumn, Winter, days, year, light, night, dark, moon.</p> <p><b>Earth &amp; Space</b> Earth, Moon, Sun, Star, Planet, Space</p> <p><b>Sound, Light &amp; Electricity</b> Loud, quiet, volume, sound.</p>						
<b>Computing</b> <b>Cycle A</b> <b>Cycle B</b>	<p>Taking photos</p> <p>A– local area</p> <p>B—signs of autumn</p>	<p>Digital maps</p> <p>A. google earth</p> <p>B—Street maps</p>	<p>Using timers</p> <p>A—water melting</p> <p>B—exercise</p>	<p>Digital art</p> <p>A design a room</p> <p>B recreating art</p>	<p>Using a laptop</p> <p>Logging on / using a mouse /typing</p>		
<b>Vocabulary</b>	<p>Keyboard, laptop, computer, screen, internet, online, safety, username, password, stranger danger, coding, beebot, buttons, forward, backward, left, right, clear</p>						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Specific area: Understanding the world</b>						
<b>Past and present</b>	<p>Begin to talk about my life story and how I have change</p> <p>Guess baby pictures – how I have grown</p> <p>Look at similarities and differences between the natural world around me in the past and present</p>	<p>Talk about past family holidays</p> <p>Begin to look closely at pictures in books and notice similarities and differences between now and the past</p> <p>Know and talk about influential figures from the past - Guy Fawkes</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Talk about the soldiers, poppies, two minutes silence</p> <p>Know some historical facts and stories from different religions and celebrations – Bonfire night, Guy Fawkes, Poppy Day</p>	<p>Use vocabulary such as in the past, a long time ago</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Comment on images of familiar situations in the past</p> <p>Compare characters from stories, including figures from the past</p> <p>Talk about how homes have changed</p>	<p>Talk about members of my immediate family and community</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Make comparisons of settings and fictional settings</p> <p>Know about influential figures from the past and discuss historical events that have happened in the past</p>	<p><b>Early Learning Goal</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Suggest reasons why people’s lives were different in the past, making more thoughtful links, e.g. We don’t have photographs of Jesus because cameras didn’t exist then.</p> <p>Have a personal interest in a particular character/ period/area of the past that they are knowledgeable about.</p> <p>Make links between how events in the past have influenced our present, e.g. When listening to Amelia Earhart’s story, discusses the opportunities women have today and what has changed.</p>
<b>History</b> <b>Cycle A</b> <b>Cycle B</b>		<p>Ourselves</p> <p>Personal timelines</p> <p>Class timelines</p>		<p>Houses</p> <p>Ordering a timeline</p>		<p>Seaside holidays of the past; Travel</p> <p>Seaside holidays of the past; Punch and Judy</p>
<b>Vocabulary</b>	<p>Before, after, family, long ago, old, new, remember, extinct.</p> <p><b>Finding out about the past;</b> Enquiry Today, Yesterday, old, new, now then, different, same, change</p> <p><b>Historical events;</b> Talk about events in my life and the lives of people I know Significant historical people</p> <p>Talk about important people in my life and those of people I know.</p>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Specific area: Understanding the world</b>						
<b>People, Culture and community</b>	<p>Talk about members of my immediate family and community</p> <p>Name and describe people who are familiar to me</p> <p>Recognise the differences between myself and my friends (appearance, likes/dislikes, families)</p> <p>Talk about what makes me feel special</p> <p>Know what groups I belong to</p> <p>Understand how we show people they are welcome</p> <p>Know that I have a right to learn and play, safely and happily</p> <p>Know that hands can be used kindly and unkindly</p> <p>Know special things about myself</p> <p>Know how happiness and sadness can be expressed</p> <p>Know that being kind is good</p>	<p>Talk about the features of different celebrations for different faiths</p> <p>Know why different people celebrate different things</p> <p>Talk about special past times</p> <p>Know about the Jewish celebration Hanukkah</p> <p>To know what happens at Diwali and why</p> <p>Advent/Christmas around the world</p> <p>To know what happens at Christmas, and why</p> <p>To know what being unique means</p> <p>To know the names of some emotions such as happy, sad, frightened, angry</p>	<p>Learn about different cultures in other places in the world</p> <p>Find out how the lives of people in different countries are the same and different to mine</p> <p>Talk about Safer Internet Day</p> <p>Talk about who is special to me and why?</p> <p>Understand why some people are special</p> <p>Talk about what a good friend is like</p> <p>Understand the similarities and differences between different people's special stories</p> <p>Know what a challenge is</p> <p>Know that it is important to keep trying</p> <p>Know what a goal is</p> <p>Know how to set goals and work towards them</p> <p>Know when I have achieved a goal</p> <p>Know which words are kind</p> <p>Know some jobs I might like to do when I am older</p> <p>Know that I must work hard now in order to be able to achieve the job I want when I am older</p>	<p>Know that some children live in poverty</p> <p>Understand how to care for nature</p> <p>Understand why some people say the world is special</p> <p>Talk about what I think is special about the world</p> <p>Describe my local habitat and compare with a contrasting country</p>	<p>Know that people celebrate getting married in different ways</p> <p>Know that some places are special to people in my community</p>	<p><b>Early Learning Goal</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p style="color: green;">Share their knowledge of cultural events they have experienced in detail, showing deeper levels of fascination and understanding.</p> <p style="color: green;">Understand that people have different beliefs/customs/traditions and it is important we respect these.</p> <p style="color: green;">Make more thorough comparisons between different countries, linking them to their own interests, e.g. wild animals, ocean creatures, volcanoes.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Specific area: Understanding the world</b>						
<b>Geography Cycle A</b>	Exploring maps		Outdoor adventures		Around the world	
<b>Cycle B</b>	Our local area		What can you see?		Exploring the world	
<b>Vocabulary</b>	<p><b>Locational Knowledge;</b> Town, school, home, house, map, job, work, train station, library, church, shops, park, Lincolnshire, Lincoln, North Scarle, Look at similarities and differences of other countries from around the World.</p> <p><b>Human &amp; Physical;</b> Beach, water, river, fields, forest, hills, mountain, sea, ocean, soil, weather</p> <p><b>Skills &amp; Field work;</b> Maps, globe, atlas, roads, paths, day, night</p>					
<b>Religion and World Views</b>	What makes us special?	What are special times?	What are special places?	What makes the world special?	What are some special things	What are some special stories?
<b>Vocabulary</b>	<p>Church, Mosque, Synagogue, Religion, baptism, christening, Minister, Vicar, Reverend, steeple, font, altar, pew, cross, stained glass window, beliefs, Harvest, Christmas, Easter, Christians, special books, special places, special stories, prayer, Bible, Jesus, God, believe, angel, new year, resolution.</p>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Specific area: Understanding the world</b>						
<p><b>Little Learners Nursery</b></p> <p>Children in Little learners start at different points through the year. After a baseline assessment we would expect to see Little learners at different stages, so for example if they have started LL in term 5 we may see their communication and language development at a level earlier in the year- term 1 for example.</p>	<p>Explore materials using all my senses</p> <p>Explore natural materials linked with Autumn</p> <p>Notice some simple signs of Autumn</p>	<p>Explore how things work</p> <p>Explore materials with different properties (hard / soft)</p> <p>Talk about and point to what I see in my own environment</p> <p>Understand that the weather changes and in different places you find different weather</p> <p>Identify suitable clothing for different weather</p> <p>Talk about recycling and how objects are made from different materials – glass, wood, plastic</p>	<p>Begin to understand that blue shows the sea and green shows the land on a map or globe</p> <p>Find the North Pole and the South Pole on a globe with support</p> <p>Talk about the changes that happen when something melts or freezes</p> <p>Find out about, and name, some of the animals that live in the Arctic</p> <p>Talk about the weather in summer and winter</p>	<p>Understand the difference between plants and animals</p> <p>Plant seeds and care for growing plants with support</p> <p>Talk about some of the changes I notice in the environment in spring</p> <p>Use simple descriptive vocabulary</p> <p>Talk about farm animals and compare to zoo animals</p> <p>Talk about the simple features of animals as they grow from babies to adults</p> <p>Explain how parents care for babies</p>	<p>Use all of my senses to explore natural materials</p>	<p>Begin to show an interest in exploring how things work and why things happen, e.g., floating and sinking, magnets</p> <p>Explore and talk about forces (push and pull)</p> <p>Notice change, such as melting, drying, growing</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Explore collections of materials and identify similar and different properties</p> <p>Talk about what I see, using a wide range of vocabulary</p>
<b>Vocabulary</b>	Material, glass, wood, plastic, metal, weather, season, autumn, winter, spring, summer, sea, land , cold, freeze, warm, melt, plant, animal, seed, bulb, farm, zoo, baby, adult, senses. Float, sink					
<b>Past and present</b>	<p>Talk about photographs of my family</p> <p>Understand who is older and younger than me in my family</p> <p>Sequence family members by age and name (baby, child, adult)</p>	<p>Begin to know that things were different before I was born</p> <p>Understand the terms 'before' , 'now' , 'today'</p> <p>Talk about my own experiences of events</p>	<p>Understand that things have changed over time</p> <p>Use non-fiction books and/or internet pictures to see what things looked like years ago</p> <p>Recognise older and newer objects</p> <p>Begin to talk about my own life-story and family history</p>	<p>Talk confidently about my personal experiences of birthdays and birthday parties that happened in the past</p>	<p>Ask questions about what my grandparents/parents did when they were younger</p> <p>Share similarities between characters, figures or objects</p>	<p>Begin to make sense of my own life-story and family history</p> <p>Begin to understand about some significant moments in history</p> <p>Begin to understand that some things were different a long time ago</p>
<b>Vocabulary</b>	Before, after, family, long ago, old, new, remember, extinct.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Specific area: Understanding the world</b>						
<p><b>Little Learners Nursery</b></p> <p>Children in Little learners start at different points through the year. After a baseline assessment we would expect to see Little learners at different stages, so for example if they have started LL in term 5 we may see their communication and language development at a level earlier in the year- term 1 for example.</p>	<p>Notice differences between people</p> <p>Make connections between my family and the families of others</p>	<p>Begin to make sense of my own life story and family's history</p> <p>Talk about my own experiences of celebrating Christmas</p> <p>Begin to be aware of how different cultures and people celebrate special times – Diwali/ Hanukkah/ Advent</p> <p>Talk about sharing worries</p>	<p>Continue to develop positive attitudes about the differences between people</p> <p>Show an interest in different occupations</p> <p>Know that people in different countries have different celebrations</p>	<p>Begin to show an understanding that not all people or families are the same or celebrate things in the same way</p> <p>Talk about how the UK help children in other counties</p> <p>Identify familiar buildings</p>	<p>Show an interest in different occupations</p> <p>Understand what it means to belong</p> <p>Talk about people and times that are special to me and my family and friends</p> <p>Join in with routines, like going shopping, and times that are special to me and my family like birthdays</p>	<p>Continue to understand some of the differences between different people and communities</p> <p>Explore other occupations</p> <p>Continuing to develop positive attitudes about the differences between people</p>
<p><b>People, culture and community</b></p>						
<p><b>Vocabulary</b></p>	<p>Church, celebrate, Harvest, Christmas, Easter, prayer, different,</p>					