

St. Ethelbert's Catholic Primary School and Nursery

EYFS Curriculum and Progression

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Over Arching Principles

Unique Child: - Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.

Positive Relationships: - Children learn to be strong and independent through positive relationships.

Enabling Environments: - Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

Learning and Development: - Children develop and learn at different rates. The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

Our Early Years Vision

Our school mission is to be a school with 'high expectations for all, in the light of Christ', and this begins in our Early Years. Children will make good or outstanding progress from their individual starting points and will feel safe and nurtured.

It is important for our children to be happy, independent and confident learners and have the ability to take risks in a fun and engaging environment. We have highly trained staff who all know the pupils very well and so are able to engage in purposeful play alongside the children, as well as move their learning forward and support each individual need.

Our learning environments enable children to access a range of resources independently and foster a love of reading, writing and maths. We want the children to explore the world around them in an environment in which they feel safe and secure and where they can thrive as independent learners.

Curriculum Intent

At St. Ethelbert's we offer a curriculum rich in wonder and memorable experiences.

We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our **intent** that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We understand that play is an integral part of learning and this is at the heart of our Early Years curriculum. We believe that the correct mix of adult directed and child-initiated play ensures the best outcomes for pupils.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

We recognise the crucial role that Early Years education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Curriculum Implementation

At St Ethelbert's we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics through the 'Little Wandle Letters and Sounds Revised' programme. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit and taking part in Forest School sessions. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum has been designed using the Development Matters statements and is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning, however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive a curriculum overview each half term to inform them of what their child is learning and to explain how they can support this at home. Parents enjoy using Class Dojo to engage in their child's learning and share experiences from home.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals (ELGs). These judgements are made on the basis of accumulative observations and in-depth knowledge

of the children acquired through ongoing assessments. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

Curriculum Impact

Our curriculum and its delivery ensure that children, from their own starting points make good progress. During their time with us children make progress towards the national expectation for a Good Level of Development (GLD) at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One. Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing.

We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.

Forest School

Research shows that people who are more connected with nature are usually happier in life. Nature generates a multitude of positive emotions, such as calmness, joy, creativity, and facilitates concentration. Children need to connect with nature to ensure they care for nature. Children of today will take better care of the planet as adults if they are able to connect with nature. Children can also experience aspects such as conservation and sustainability first-hand and develop a love of nature which will inevitably help the planet in the long term. We care for what we know and love. Outdoor play gives children new skills; it raises their self-esteem and develops their divergent thinking and collaborative skills. These skills are an excellent basis for classroom learning. Children are able to play and explore, learn actively, develop their own ideas, make links between ideas, and develop strategies for doing things. There is a sense of freedom that children feel outside because they feel like they are in charge of what they do. There are things that children will discover outside that cannot be discovered inside, sparking awe and wonder.

The aim of our Forest School is to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.

Cultural Capital

Cultural capital is at the centre of Early Years education and it is integrated into the children's learning experiences in a variety of different ways. We incorporate, build on and celebrate children's existing experiences and ideas and offer them new opportunities and experiences to increase their knowledge, understanding and skills. By using our observations and knowledge of the children in our setting, we work out the opportunities that would be of the most benefit to them and develop their existing experiences further. Any missed opportunities are looked at and provided in a variety of ways throughout the year.

Examples of opportunities given to the children include but are not limited to:

- Learning more about a topic the children are interested in using books or the internet.
- Creating a role-play activity based on a new experience, such as a visit to a shop or cafe.
 - Exploring and describing new materials in a science experiment.
 - Looking at seasonal changes or the weather.
- Exploring new musical instruments, music, songs and rhymes from different cultures.
 - Being active outdoors, playing new games and using different types of equipment.
- Celebrating festivals and cultural events, such as Diwali, birthdays or sporting events.
 - Organising a visit to a shop, park or the beach.
- Arranging a visit to the setting from a local organisation, such as the fire service or a local charity.
 - Sharing news and activities that they do with family and friends.
 - Writing a letter together and going to the post-box to send it.
- Reading a variety of stories, poems and non-fiction books and explore and use new vocabulary.
 - Exploring a range of natural and manufactured materials to promote awe and wonder.
 - Introducing, sharing and exploring different greetings and languages.
- Providing activities where children are invited to take turns and share resources and learn to cooperate, discuss, reason, solve problems and make decisions.
- Inviting parents into our setting to talk about a different culture or job that they have and give the children an opportunity to ask questions.

British Values

In our Early Years setting, these are explored in ways that are meaningful to young children as part of a spiritual, moral, social and cultural curriculum. Fundamental British values are important democratic values and overall, the goal of these values is to enable people to be part of a democratic society and to help them to look after others around them.

Below are ways in which we foster the British Values in our setting:

<u>Democracy:</u>	<u>The Rule of Law:</u>	<u>Individual Liberty:</u>	<u>Mutual Respect:</u>
<p>Children have the chance to vote for choices in activities.</p> <p>They are given the opportunity to select a favourite story or the song for group time.</p> <p>Children are offered choices so that they have some control and power over their lives.</p> <p>We have an environment which is a safe space to share ideas, consider alternative courses of action, make mistakes and try again.</p>	<p>We discuss why our rules and values are needed and how they should be administered fairly so that everyone is kept happy and safe.</p> <p>Children are included in creating class rules.</p> <p>Children are supported with learning about right from wrong.</p> <p>Children are supported to understand their own and others' behaviour and feelings, as well as the consequences of their actions.</p>	<p>Opportunities are provided to develop children's self-esteem and confidence in their own abilities.</p> <p>They are encouraged to develop a positive sense of themselves and to celebrate their personal achievements, e.g. Class Dojo, celebration certificates, Golden Star.</p> <p>Children are motivated to ask questions and they know that their questions, ideas and opinions will be valued and respected.</p> <p>Children are enabled to take on challenges, risks and</p>	<p>Children are encouraged to reflect on their similarities and differences with each other and foster an inclusive approach.</p> <p>An environment has been created that includes values and respects different faiths, cultures, views and ethnicities.</p> <p>Opportunities are provided to make links with the local community, e.g., outings to local places, and inviting members of the local community to visit the school.</p>

<p>Children know that their views and opinions matter. Children are encouraged to make decisions together.</p> <p>Children are supported to understand that they are part of a family, class, group, school/setting and community.</p> <p>Children are encouraged to value each other's views and talk about their feelings.</p> <p>Opportunities are offered for children to take turns, share, discuss and collaborate in a range of activities.</p>	<p>Children are supported to understand how to keep themselves safe and how to resolve conflicts appropriately.</p> <p>We have an environment in which actions are always followed through.</p> <p>Children are encouraged to take turns, share and cooperate.</p> <p>Children are given the opportunity to learn about the jobs of those involved with the rule of law, such as police officers.</p>	<p>responsibilities, showing perseverance and resilience. Children are encouraged to explore their thoughts and feelings with those that they trust and they are offered the vocabulary to help them to do this.</p> <p>Children are given time to develop their independence, offering them opportunities to follow their own ideas and interests.</p> <p>All children engage in a wide range of activities and are not limited by gender or other stereotypes.</p> <p>Children are encouraged to express their own views and also respect the fact that others may have different views.</p>	<p>Children are encouraged to see themselves as part of a wider community. They learn about national commemorations, such as Remembrance Day. They also learn about places around the world using a range of resources.</p> <p>Children are supported to learn about other faiths, cultures, traditions, families, communities and ways of life and to be curious and appreciative. Children are encouraged to share their own experiences and respond to the experiences of others. They learn about festivals and special days, and different occupations.</p>
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Our School Values:

	Knowledge		Thoughtfulness		Inclusion	
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>General Topic <i>Please note that topics and themes may change due to children's interests.</i></p>	Marvellous Me	Let's Celebrate	Wonderful World	Once Upon a Time	Ready, Steady, Grow	On the Beach
<p>General Themes Nursery</p>	Starting school, making friends, rules and routines, the environment around us, autumn	Bonfire Night, Remembrance Day, Advent/Christmas, Nativity, winter	Winter, Chinese New Year, Pancake Day, people who help us, 'Around the World' Day	Traditional tales, retelling stories, role play, World Book Day, Mother's Day, Lent/Easter, spring	New life, spring/summer, growth (plant, human and animal)	Animals found at the beach, sun safety, sports day, Father's Day, transition
<p>General Themes Reception</p>	Starting school, making friends, rules and routines, people who help us, the environment around us, autumn	Bonfire Night, Remembrance Day, Advent/Christmas, Nativity	Space, winter, Chinese New Year, Pancake Day, 'Around the World' Day, similarities and difference between past and present	Traditional tales, rhymes, alliteration, retelling stories, role play, World Book Day, Mother's Day, Lent/Easter, spring	New life, spring/summer, growth (plant, human and animal)	Animals found at the beach, sun safety, past and present seaside's, sports day, Father's Day, transition
<p>High Quality Texts Nursery</p>	Maisy goes to Nursery I Like Me Eyes, Nose and Fingers I am Too Absolutely Small for School The Acorn The Gruffalo	Topsy and Tim have a Birthday Party Owl Babies The Gruffalo's Child One Snowy Night Stick Man The Best Diwali Ever	The Very Noisy House All kinds of Homes Me on the Map Alfie at Nursery School Animals Rumble in the Jungle	Goldilocks and the Three Bears Jack and the Beanstalk The Three Billy Goats Gruff The Gingerbread Man The Ugly Duckling	Too Many Carrots Daisy eat your peas The Teeny Tiny Tadpole A Walk in the Park One Springy Day Jasper's Beanstalk Once there was a seed	Commotion in the Ocean Tiddler Shell Pirates Love Underpants The Hare and the Tortoise Kicking a Ball
<p>High Quality Texts Reception</p>	The Lion and the Mouse Lost and Found I am Too Absolutely Small for School A Superhero Like You Have you filled a bucket today? Colin and Lee, Carrot and Pea Pumpkin Soup	Peace At Last Snow Bear The Jolly Postman Polar Express Stick Man Binny's Diwali	How to Catch a Star The Lost Stars Aliens Love Underpants Where Do I Live? Lucy and Tom at school	Little Red Riding Hood Cinderella The Three Little Pigs The Three Little Wolves and the Big Bad Pig Room on the Broom The Smartest Giant In Town Giraffes Can't Dance	The Very Hungry Caterpillar Supertato Handa's Surprise Jack and the Beanstalk The Enormous Turnip	The Snail and the Whale The Fish Who Could Wish The Night Pirates From Head to Toe Lucy and Tom at the seaside
<p>Key Questions/ Learning Nursery</p>	Who are we? What do we look like? Do we look the same? What is my body? Names of simple body parts. Where do we live? Who can help me? What are senses?	What is a celebration? What do you celebrate at home? How do we celebrate birthdays? Who do you celebrate with? Do we all celebrate in the same way? Let's explore celebrations - Baptisms, Christmas, Diwali, Remembrance Day, Bonfire Night.	Where do I live? What is the name of my town? What do I live in? (House, flat, bungalow etc) What is the world? What is a map/globe? What is the blue? What is the green? What country do I live in? What do homes look like in different parts of the world? Do all homes look like mine? What is the weather like in different countries?	What is a book? How do I handle books carefully and look after them? What is a story? How can I listen carefully to a story? Can I use pictures to help me tell a story? Can I act out a story? Can I use props to help me retell a story? Can I sequence a story? What is my favourite story? Can I use books to help me find out information?	What is Spring? What happens in Spring? Can I see signs of Spring? What is new life? Which animals are born in Spring? Can I match animals to their young? Which plants grow in Spring? How can I care for them?	What is the beach? What are shells? What lives in rock pools? What is the sea? What is water? Where does it come from? Why and how do people travel on the sea? Why and how do people travel under the sea? What lives under the sea?

			What do people wear in hot/cold countries?			
Key Questions/ Learning Reception	What makes me special - how am I unique? What am I good at? Our families How has my body changed? Names of key body parts. How do we use our senses?	Which celebrations are important to me? Which celebrations are important to other people in our community and other countries? How do people celebrate special events in our country and beyond - Bonfire Night, Remembrance Day, Diwali, Christmas. Can we talk about the similarities and differences between the countries and celebrations?	What is a town/street/city/country? Which country do I live in? Where is my country on a map/globe? What are the other countries called? Are all countries the same? Look at differences – rainforests/deserts/Antarctica Which animals live in which countries? What is our planet called? What other planets are there in our solar system? What would it be like to go into space?	What is a traditional tale? What are characters? Are all characters the same? How do the characters feel in the different stories? What is a setting? Are all settings the same? What is the beginning, middle, end of a story? What were stories like many years ago? Can I retell a story in my own words? Can I make up my own story and write it?	What is a season? How is Spring different to other seasons? What is a life cycle? How do plants grow? What do they need to grow? What are tadpoles? What happens in the tadpole life cycle? What happens in the butterfly life cycle? What is a mini-beast? How can I find out more about them? How many mini-beasts can I find?	What do I already know about the sea? What would I like to find out? How can I find out this information? What could I find under the sea? Are there only sea creatures or other things? (seaweed, shipwrecks etc). What could I learn about sea creatures? Are they all the same? How are they different? Who uses the sea? (Past and present (sailors, pirates etc). How can I help look after the sea?
Vocabulary Nursery	Myself, family, parents, same, different, special, friend, body, house, home, job, helper, senses	Celebrate, birthday, party, marry, birth, birthday, present, Christmas, Diwali, remembrance, bonfire, fireworks, enjoy, happy, together	Live, home, house, bungalow, flat, town, country, earth, world, map, globe, land, sea, weather, hot, cold, sun, rain, wind, snow	Story, book, page, cover, title, author, illustrator, letters, words, pictures, listening, first, next, last	Spring, new life, change, hatch, nest, grow, seed, bulb, plant, leaf, flower, bug, environment	Water, rain, sea, land, beach, shell, rock pool, fish, fins, gills, seahorse, shark, octopus, boat, submarine
Vocabulary Reception	Unique, relations, similar, skeleton, skull, hearing, see/sight, touch, smell, taste	Christmas, Diwali, remembrance, celebrate, baptise, christening, tradition, anniversary, wedding, event	Street, city, community, travel, continent, desert, rainforest, Arctic, Antarctic, North Pole, South Pole, boiling, melting, freezing, frost, seasons	Traditional tale, structure, beginning, middle, end, character, setting, narrative, hero, villain	Habitat, life cycle, insect, thorax, abdomen, roots, stem, petals, absorb, oxygen, hydrate	Ocean, habitat, tide, coast, pollution, environment, recycle, pirate, lifeguard, coastguard
Enhanced Provision Ideas Nursery	Mark making faces/names, paper plate faces using mirrors, playdough faces, loose part faces, name collages, compare handprints and footprints with paint, sensory exploration, junk modelling houses, drawing around each other	Sensory autumn walks and taking pictures, leaf rubbings, making a stick man, pumpkin exploration, firework pictures, firework dancing, making poppies for Remembrance, make decorations, Santa's workshop, Christmas activities and role play	Role play, making pancakes, explore different animals and where they live, ice exploration	Making porridge, making gingerbread men, junk modelling making a bridge for the troll, Duplo/Lego beanstalks, creating a troll, making a raft for the goats, size ordering, collage ducks, mark making with feathers	Spring colouring and crafts, observational drawings, make bird feeders, bird watching, planting seeds, bug hunt and bug house making,	Shell sorting, seaside crafts, wave patterns, making boats, floating/sinking, making sea creatures
Enhanced Provision Ideas Reception	Drawing/painting self-portraits looking closely at features with mirrors, loose part faces, sensory exploration, large body collages with labels, drawing around each-other with different items	Autumn walks, making pumpkin soup, firework pictures, making poppies for remembrance day, celebration role play, making decorations, Nativity practice, Christmas activities	Role play, making pancakes, making globes/maps, making the planets, African animal crafts, ice exploration	Making a castle, junk modelling different characters/houses, construction – different materials to make houses, what's the time Mr Wolf? Matching rhyming words	Spring crafts, observational drawings, flower potions in mud kitchen, plant seeds, planting own beanstalk, butterfly paintings, watching and documenting life cycle of a butterfly	Seaside in a bottle, numbered seaside buckets, make a rock pool, balancing pebbles, salt and water experiment, making boats, floating and sinking, seaside creature crafts, animal sorting
Religious Education	God's World	God's Family	Getting to know Jesus	Sorrow and Joy	New Life	The Church

Communication and Language

Statutory Guidance from the EYFS Framework for 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, storytelling 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

<p><u>Communication and Language – Development Matters Statements Three and Four Year Olds</u></p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". 	<p><u>Communication and Language – Development Matters Statements Reception</u></p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them.
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<ul style="list-style-type: none"> • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” 	<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
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<p>Communication and Language <i>(Listening Attention and Understanding)</i></p> <p>Nursery</p>	<p>I can.....</p> <ul style="list-style-type: none"> • take part in settling in activities and carpet time • learn to listen carefully • begin to follow simple instructions • learn new songs/rhymes • listen to simple stories, understanding with help of pictures • identify familiar objects when described 	<p>I can.....</p> <ul style="list-style-type: none"> • begin to understand simple questions • enjoy listening to longer stories and remember much of what happens • continue to build up a repertoire of songs and rhymes • begin to join in with very familiar stories • continue to learn to listen carefully in both small and large group situations 	<p>I can.....</p> <ul style="list-style-type: none"> • enjoy listening to stories and begin to retell them • begin to understand why questions 	<p>I can.....</p> <ul style="list-style-type: none"> • begin to understand 2- part instructions with support • continue to learn new songs and rhymes 	<p>I can.....</p> <ul style="list-style-type: none"> • listen carefully and know why listening is important • join in at group time, putting up my hand and waiting my turn to talk • show greater confidence in retelling both familiar and longer stories • begin to understand two part instructions and questions • understand ‘how’ questions • question why things happen 	<p>I can.....</p> <ul style="list-style-type: none"> • show confidence in talking about a variety of stories • show greater confidence in understand two-part instructions and questions • show greater confidence in understanding why questions • know many rhymes • sing a large repertoire of songs • move away from distractions when concentrating
<p>Communication and Language <i>(Speaking)</i></p> <p>Nursery</p>	<ul style="list-style-type: none"> • learn simple words to talk about myself and family • begin to engage in conversation 	<ul style="list-style-type: none"> • use 4 words when talking • share preferences • express likes and dislikes • use vocabulary from taught stories in play 	<ul style="list-style-type: none"> • continue to expand my vocabulary • begin to use longer sentences when talking 	<ul style="list-style-type: none"> • use 4-6 words when talking • ask relevant questions 	<ul style="list-style-type: none"> • start a conversation with other children and adults • begin to use talk to organise myself and my play • use past tense 	<ul style="list-style-type: none"> • use a good range of vocabulary • express a point of view • engage in conversation with both adults and children • use sentences joined up with words like 'because', 'or', 'and' • begin to use the past and future tense
<p>Communication and Language <i>(Listening Attention and Understanding)</i></p> <p>Reception</p>	<p>I can...</p> <ul style="list-style-type: none"> • take part in settling in activities and carpet time • listen and engage in story times and in small and large groups • build on a repertoire of songs/rhymes 	<p>I can...</p> <ul style="list-style-type: none"> • know why it is important to listen in a range of different contexts • begin to pay attention to how rhymes and songs sound • know that non-fiction books can be used to find out information 	<p>I can...</p> <ul style="list-style-type: none"> • retell stories using my own words and familiar phrases • show an awareness of rhyming words in familiar rhymes and songs • listen to and talk about familiar non-fiction books 	<p>I can...</p> <ul style="list-style-type: none"> • listen attentively in a greater range of contexts • talk about familiar stories in greater detail • begin to suggest an appropriate rhyming word to complete a phrase from a familiar rhyme or song 	<p>I can...</p> <ul style="list-style-type: none"> • verbally retell familiar stories with actions • follow a story without pictures or props • understand questions such as who; why; when; where and how • use language to imagine and recreate roles and experiences in play situations 	<p>I can...</p> <ul style="list-style-type: none"> • listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • make comments about what I have heard and ask questions to clarify my understanding • hold a conversation when engaged in back-and-forth exchanges
<p>Communication and Language <i>(Speaking)</i></p>	<p>I can...</p> <ul style="list-style-type: none"> • begin talking about settings/characters in familiar stories • use specific vocabulary when talking about myself and family • use simple sentences 	<p>I can...</p> <ul style="list-style-type: none"> • verbally re-tell familiar stories • use past tense appropriately when talking about things that have happened • share ideas with friends and a familiar adult 	<p>I can...</p> <ul style="list-style-type: none"> • continue to develop my knowledge of subject specific and every day vocabulary • talk about a range of objects and events in greater detail • share my thoughts and ideas 	<p>I can...</p> <ul style="list-style-type: none"> • use taught vocabulary with confidence • use vocabulary gained from books • talk about my thoughts and ideas using longer sentences 	<p>I can...</p> <ul style="list-style-type: none"> • use talk to organise, sequence, and clarify thinking, ideas, feelings and events • connect one idea or action to another using a range of connectives 	<p>I can...</p> <ul style="list-style-type: none"> • participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary • offer explanations for why things might happen, making use of

Reception	<ul style="list-style-type: none"> • share preferences, likes/dislikes • use vocabulary from taught stories in play • verbally retell familiar stories with actions 	<ul style="list-style-type: none"> • begin to ask questions to find out more 	with increasing confidence with a larger group <ul style="list-style-type: none"> • begin to use future tense correctly when talking about things that are going to happen 	<ul style="list-style-type: none"> • begin to use a range of tenses when speaking 	<ul style="list-style-type: none"> • link statements and stick to a main theme or intention • use talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen 	recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate <ul style="list-style-type: none"> • express my ideas and feelings about my experiences using full sentences including use of past, present and future tenses, whilst making use of conjunctions, with modelling and support
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Revisit / Ongoing throughout the year

Learn new vocabulary. Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.

We use the 'SHREC' Approach: (Taken directly from the EEF website)

- Share attention:** - Showing genuine interest in what a young child is focused on is a powerful way to establish a connection. It lets them know that you value them and want to spend time with them. By getting down to their level and engaging in their choice of activity, you can tune in and crucially pay attention to what they look at, what they do, and what they say. Sensitively joining in with a child's play motivates children to communicate with you.
- Respond:** - How we respond to a child once we have established joint engagement is dependent on our knowledge of them as a unique individual. Sensitive, supportive and stimulating responses need to be adaptive and informed by our understanding of the child's development. What might an attuned response look like? Responding involves noticing how the child communicates and acknowledging these verbal or non-verbal communications warmly. It involves being aware of your body language. Responses can involve making appropriate eye contact, looking expectantly, nodding, smiling. Equally, an attuned response could be narrating their activity, a relevant comment that describes what the child can see, hear, feel or articulating the link between their activity and previous learning or experiences.
- Expand:** - Once the 'back and forth' rally of engagement is getting underway: the adult and child are sharing attention, the adult is responsively following the child's lead. This is where modelling and scaffolding begins with the adult pitching their language just above the level of the child. For example, if a child gives a one-word response such as 'dog' the adult should expand on what they say by repeating and building on this utterance by adding a few more words. This helps children to use more complex utterances: 'Yes, it's a dog. A big/small/friendly/brown dog!'. Your knowledge of the child will inform what key word/s may be helpful to model.
- Conversation:** - Sustained back and forth conversations that involve many turns are the goal. The beauty and power of conversation is that it offers children an opportunity to practise talking and to receive feedback from an adult. To encourage rich back and forth conversations, comment more, question less. It is important to note that questions can be useful in helping children to cue turn-taking in conversation. Consider how to use questions sparingly so they are most effective. 'WH' and open questions are the most useful as they invite children to elaborate. As children's conversational skills develop, adults can sensitively challenge children, shaping the conversation to incorporate more abstract topics that are removed from the here and now.

Communication and Language Early Learning Goals:

- Listening, Attention and Understanding:**
- listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
 - make comments about what I have heard and ask questions to clarify my understanding
 - hold a conversation when engaged in back-and-forth exchanges
- Speaking:**
- participate in small group, class and one-to-one discussions, offering my 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 my ideas and feelings about my experiences using full sentences including use of past, present and future tenses, whilst making use of conjunctions, with modelling and support

Year 1 Expectations:

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum.

Personal, Social and Emotional Development

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

<p>Personal, Social and Emotional Development – Development Matters Statements Three and Four Year Olds</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. 	<p>Personal, Social and Emotional Development – Development Matters Statements Reception</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge.
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<ul style="list-style-type: none"> • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and tooth brushing. 	<ul style="list-style-type: none"> • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. <ul style="list-style-type: none"> - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - tooth brushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian
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<p>Personal, Social and Emotional Development <i>(Managing Self)</i></p> <p style="text-align: center;">Nursery</p>	<p>I can.....</p> <ul style="list-style-type: none"> • learn to follow Nursery rules and routines with support 	<p>I can.....</p> <ul style="list-style-type: none"> • begin to select and use some of own resources • show more confidence in new situations such as performing in the Christmas play • show a greater understanding of the Nursery rules 	<p>I can.....</p> <ul style="list-style-type: none"> • 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 	<p>I can.....</p> <ul style="list-style-type: none"> • 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 	<p>I can.....</p> <ul style="list-style-type: none"> • assert my own ideas and preferences and notice other people’s responses • explain why the Nursery rules are important 	<p>I can.....</p> <ul style="list-style-type: none"> • remember the rules without an adult reminding me • talk about moving to a new class/setting • 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
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<p>Personal, Social and Emotional Development <i>(Self-regulation)</i></p> <p style="text-align: center;">Nursery</p>	<ul style="list-style-type: none"> • learn to share resources • show effortful control • be able to express a range of emotions • begin to accept praise for things I have done 	<ul style="list-style-type: none"> • be increasingly able to talk about and manage my emotions • safely explore emotions beyond the normal range through play and stories 	<ul style="list-style-type: none"> • begin to talk about my emotions 	<ul style="list-style-type: none"> • develop appropriate ways of being assertive 	<ul style="list-style-type: none"> • begin to manage my feelings and talk about emotions • understand how others might be feeling 	<ul style="list-style-type: none"> • show an understanding of how others are feeling
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<p>Personal, Social and Emotional Development <i>(Building Relationships)</i></p> <p style="text-align: center;">Nursery</p>	<ul style="list-style-type: none"> • become more confident with unfamiliar people • play with increasing confidence on my own and with others 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • recognise that I belong to different communities and social groups and communicate freely about my own home and community 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
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<p>Personal, Social and Emotional Development <i>(Managing Self)</i></p> <p style="text-align: center;">Reception</p>	<p>I can...</p> <ul style="list-style-type: none"> • learn to follow the Reception rules and routines • join in a growing range of activities • see myself as a valuable individual • know and talk about factors that support my overall health and wellbeing 	<p>I can...</p> <ul style="list-style-type: none"> • see myself as a valuable individual, working successfully with others • identify something I am good at, understanding everyone is good at different things • manage my own needs 	<p>I can...</p> <ul style="list-style-type: none"> • be increasingly flexible and cooperative • explore how to keep my body healthy 	<p>I can...</p> <ul style="list-style-type: none"> • understand what helps me go to sleep and why sleep is good for me • understand what a stranger is and how to stay safe if a stranger approaches me • know and talk about the different factors that support my overall health and wellbeing • show resilience and 	<p>I can...</p> <ul style="list-style-type: none"> • understand that I need to exercise to keep my body healthy • understand how moving and resting are good for the body • understand which foods are healthy and not so healthy and can make healthy eating choices • knows the importance of thoroughly washing hands, 	<p>I can...</p> <ul style="list-style-type: none"> • manage my own basic needs independently • show a ‘can do’ attitude • say what I do well and what I am getting better at
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				perseverance in the face of challenge	especially before food and after the toilet	
Personal, Social and Emotional Development (Self-regulation) Reception	I can... <ul style="list-style-type: none"> • be kind and use gentle/kind hands • start to recognise and manage feelings • begin to learn to take responsibility 	I can... <ul style="list-style-type: none"> • express my feelings and consider the feelings of others 	I can... <ul style="list-style-type: none"> • understand that if I persevere, I can overcome challenges • talk about occasions when I didn't give up • set a goal and work towards it • talk about how I feel when I achieve a goal and know what it means to feel proud 	I can... <ul style="list-style-type: none"> • think about the perspectives of others • identify and moderate my own feelings socially and emotionally • talk about the effect my behaviour has on others 	I can... <ul style="list-style-type: none"> • control my emotions using a range of techniques • set a target and reflect on progress throughout 	I can... <ul style="list-style-type: none"> • show an understanding of my own feelings and those of others and begin to regulate my behaviour accordingly • set and work towards simple goals, being able to wait for what I want and control my 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
Personal, Social and Emotional Development (Building Relationships) Reception	I can... <ul style="list-style-type: none"> • begin to take turns with occasional adult support • understand how it feels to belong and that we are similar and different 	I can... <ul style="list-style-type: none"> • build constructive and respectful relationships within the school community, sharing and cooperating with friends and other peers • understand that being different makes us all special 	I can... <ul style="list-style-type: none"> • know sometimes people need help • use kind words to encourage people • identify ways of being helpful to others and how this might make them feel 	I can... <ul style="list-style-type: none"> • develop problem - solving skills by talking through how myself and others resolved a problem or difficulty 	I can... <ul style="list-style-type: none"> • try to resolve conflicts with others by finding a compromise • work collaboratively as a group, responding to other's ideas 	I can... <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 my own and to others' needs

Revisit / Ongoing throughout the year

Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.

Personal, Social and Emotional Development Early Learning Goals:

Managing Self:

- be confident to try new activities and show independence, resilience, and perseverance in the face of challenge
- explain the reasons for rules, know right from wrong and try to behave accordingly
- manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Self-Regulation:

- show an understanding of my own feelings and those of others and begin to regulate my behaviour accordingly
- set and work towards simple goals, being able to wait for what I want and control my 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

Building Relationships:

- work and play cooperatively and take turns with others
- form positive attachments to adults and friendships with peers
- show sensitivity to my own and to others' needs

Year 1 Expectations:

Children will continue to develop their PSED skills once they move into Year 1 and beyond as they study 'The National Curriculum'. Children will continue to learn about individuality and expressing themselves. They will learn about the wider world and how their actions will affect others and what the consequences for their actions will be – whether that be a reward or a sanction. Children will continue to build friendships and learn about their community and those from other communities. They will continue to learn about RSE and how to keep their bodies safe, as well as healthy eating.

PSED plays a part in all lifelong skills.

Physical Development

Statutory Guidance from the EYFS Framework for 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.

<p style="text-align: center;"><u>Physical Development – Development Matters Statements Three and Four Year Olds</u></p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<p style="text-align: center;"><u>Physical Development – Development Matters Statements Reception</u></p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes
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Physical Development (Gross Motor Skills) Nursery	<p>I can.....</p> <ul style="list-style-type: none"> • develop gross motor skills (balancing, riding and ball skills) • use large muscle movements to paint and make marks • draw lines and circles using gross motor movements • take off coat and shoes with some support • say when I need the toilet 	<p>I can.....</p> <ul style="list-style-type: none"> • develop large muscle movements to wave scarves/flags and make marks • begin to use patterns of movements linked to music • show greater independence in care needs 	<p>I can.....</p> <ul style="list-style-type: none"> • begin to show increased control when moving in different ways (skipping, hopping, balancing, crawling, walking, running) • with support collaborate with others to manage large items 	<p>I can.....</p> <ul style="list-style-type: none"> • explore a range of equipment for different purposes • show confidence in putting on my own coat • use different ways of moving such as galloping, slithering etc. • balance on one leg 	<p>I can.....</p> <ul style="list-style-type: none"> • put on my own coat and attempt to fasten it • continue to explore different tools and begin to choose the right tool for a purpose with support • begin to throw and catch a large ball • run confidently at different speeds • jump off apparatus carefully and safely, landing on both feet 	<p>I can.....</p> <ul style="list-style-type: none"> • put on my own shoes • choose the correct physical skill to match a task • climb safely showing an awareness of risks and talk about them • catch a large ball
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Fine motor skills are the small movements used for control and precision during activities. It is important to recognise that the development of fine motor skills happens through daily access to resources, activities and opportunities provided through continuous provision e.g. threading, play dough, building and creating, colouring, puzzles etc. All areas of learning are interconnected and not all learning has a predetermined outcome.

Physical	<u>Beanbag Skills (invasion)</u> Pupils will be given the opportunity to	<u>Fun with Quoits & Cones (Athletics)</u> Pupils will be given the opportunity to	<u>Bats and Balls at the Circus (net games)</u>	<u>Turn Taking on Holidays (strike and field)</u>	<u>Fun Games with friends (outdoor adventure)</u>	<u>Ball skills at the Zoo (Invasion)</u> Pupils will be given the opportunity to
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<p>Development (Gross Motor Skills)</p> <p>Reception</p> <p>PE with Sports Coach</p>	<p>develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils will continue to develop understanding of communication and cooperation, taking part in partner-based activities, as well as feeding back to others about their movements/ actions <u>Gym - balance</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils will be introduced to some specialist Gymnastics equipment- understanding safety and basic use of the equipment. Pupils will explore how to balance and move around/ on the equipment under control</p>	<p>develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be introduced to fundamental movement skills associated to athletics- developing confidence in how to move and control their bodies <u>Dance Animals -mini beasts</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to perform dances using simple movement patterns, understanding how to move to music and creating a simple sense of character surrounding mini beats.</p>	<p>Pupils will be given the opportunity to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils will be encouraged to explore different striking apparatus and attempt to hit a ball towards a given direction. <u>Gym - stretching shapes</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to develop balance, agility and coordination, begin to sequence as well as start to apply these skills in a range of activities.</p>	<p>Pupils will be given the opportunity to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. <u>Dance the UK (Weather)</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to perform dances using simple movement patterns- linking knowledge surrounding weather and movements associated to each</p>	<p>Pupils will be given the opportunity to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be given the opportunity to be creative whilst working in pairs and in small groups in order to develop problem solving & thinking skills. <u>Gym - jumping and balancing</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to develop balance, agility and coordination as well as explore jumping and begin to apply these in a range of activities. Pupils will be introduced to some specialist Gymnastics equipment- understanding safety and basic use of the equipment. Pupils will explore how to balance and move around/ on the equipment under control</p>	<p>develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils will continue to develop communication and cooperation skills with partners and within small groups- beginning to discuss feelings, skills etc. <u>Dance Fictional Characters (Julia Donaldson)</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to perform dances using simple movement patterns- pupils will begin to develop a sense of character and emotion through simple movements and sequences</p>
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<p>Physical Development (Fine Motor Skills)</p> <p>Reception</p>	<p>Fine motor skills are the small movements used for control and precision during activities. It is important to recognise that the development of fine motor skills happens through daily access to resources, activities and opportunities provided through continuous provision e.g. threading, play dough, building and creating, colouring, puzzles etc. All areas of learning are interconnected and not all learning has a predetermined outcome.</p>
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Revisit / Ongoing throughout the year
Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.
Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
Daily handwriting patterns and fine-motor skill activities.

- Physical Development Early Learning Goals:**
- Gross Motor Skills:**
- negotiate space and obstacles safely, with consideration for myself and others
 - demonstrate strength, balance and coordination when playing
 - move energetically , such as running, jumping, dancing, hopping, skipping and climbing
- Fine Motor Skills:**

- hold a pencil effectively in preparation for fluent writing
- use the tripod grip in almost all cases
- use a range of small tools, including scissors, paint brushes and cutlery
- begin to show accuracy and care when drawing

Year 1 Expectations:

The National Curriculum (2014) states that...

Children should master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Children should participate in team games, developing simple tactics for attacking and defending. Children should perform dances using simple movement patterns.

Literacy

Statutory Guidance from the EYFS Framework for 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).

Literacy – Development Matters Statements Three and Four Year Olds

- Understand the five key concepts about print:
 - print has meaning - the names of the different parts of a book
 - print can have different purposes - page sequencing
 - we read English text from left to right and from top to bottom
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

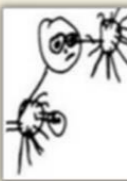

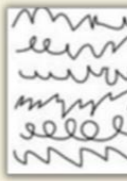
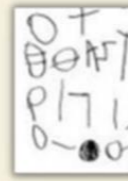
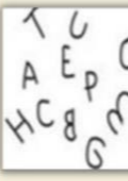
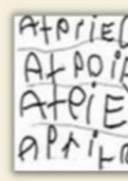
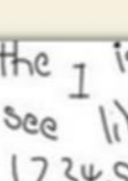




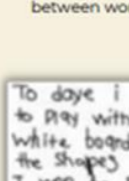
Literacy – Development Matters Statements Reception

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

<p>Literacy (Comprehension)</p> <p>Nursery</p>	<p>I can.....</p> <ul style="list-style-type: none"> • know books have words and pictures • turn the pages one at a time • point to a picture in a book • point to a named character in a familiar book • listen to a simple story and understand what is happening with the help of the pictures • enjoy sharing books with an adult 	<p>I can.....</p> <ul style="list-style-type: none"> • recognise my name • point to print in the classroom environment • have favourite books and seek them out to share with someone • join in with words and phrases • ask for a specific story 	<p>I can.....</p> <ul style="list-style-type: none"> • recognise signs from my local environment • recognise a known character in a different context • begin to sequence a story using talk to retell a story • know that print has meaning and purposes 	<p>I can.....</p> <ul style="list-style-type: none"> • recognise my name in a line-up of names • talk about what happens at the beginning, middle and end of the story • answer questions about the story, talk about the places and people in stories and important things that are happening 	<p>I can.....</p> <ul style="list-style-type: none"> • use descriptive language to describe imaginary characters and places • order 2 events using 'and then' • answer questions about the story, talking about places, people and important things • suggest how a story might end 	<p>I can.....</p> <ul style="list-style-type: none"> • recognise and read my full name, distinguishing it from others • retell verbally well-known stories • use the words 'before' and 'after' when describing events • know that we read English text from left to right and from top to bottom • name the different parts of a book (cover, title, page)
<p>Literacy (Word Reading)</p> <p>Nursery</p>	<p>I can.....</p> <ul style="list-style-type: none"> • join in with songs and rhymes, copying sounds, rhythms, tunes and tempo • say some of the words in songs and rhymes 	<p>I can.....</p> <ul style="list-style-type: none"> • sing songs and rhymes using rhythm, tune and tempo • tell you the initial sound of my name • say multisyllabic words (banana, computer) • distinguish between different sounds 	<p>I can.....</p> <ul style="list-style-type: none"> • sing songs and say rhymes independently • listen for rhyming words • count and clap syllables in a word 	<p>I can.....</p> <ul style="list-style-type: none"> • think of an alliterative name for myself and a friend • isolate the sound at the start of words • tell you the initial sound of 3 words 	<p>I can.....</p> <ul style="list-style-type: none"> • finish the line in a familiar repetitive passage • distinguish between the different sounds I can make with my voice • recognise words with the same initial sound • produce and say rhyming words 	<p>I can.....</p> <ul style="list-style-type: none"> • name the letters in my first name • segment and blend cvc words orally
<p>Literacy (Phonics)</p>	<ul style="list-style-type: none"> • Phase 1 Letters & Sounds, Aspects 1-3 • Listening games 	<ul style="list-style-type: none"> • Phase 1 Letters & Sounds, Aspects 1-3 	<ul style="list-style-type: none"> • Phase 1 Letters & Sounds, Aspects 4,5,6 	<ul style="list-style-type: none"> • Phase 1 Letters & Sounds, Aspects 4,5,6 	<ul style="list-style-type: none"> • Phase 1 Letters & Sounds, Aspects 6,7 	<ul style="list-style-type: none"> • Phase 1 Letters & Sounds, Aspects 6,7

Nursery						
Literacy (Writing) Nursery	I can..... <ul style="list-style-type: none"> draw and scribble sit in a balanced position pretend to write hold pencils/pens using a palmar grip or 5 finger group begin to establish a dominant hand show interest in and recognise marks distinguish between marks and pictures/drawings 	I can..... <ul style="list-style-type: none"> make controlled marks (lines, dots, dashes, circles, back and forth scribbling) distinguish and name marks copy shapes and patterns using increasingly precise tools 	I can..... <ul style="list-style-type: none"> make small controlled marks (lines, dots, dashes, circles, etc) make marks on my picture to stand for my name 	I can..... <ul style="list-style-type: none"> use a preferred hand when using pens/pencils use a 2 finger and thumb grip add some marks to my drawings, giving meaning 	I can..... <ul style="list-style-type: none"> use some of my print and letter knowledge in my early writing use a 2 finger, 1 thumb grip for appropriate tools understand a written word as a unit that conveys meaning begin to encode my name 	I can..... <ul style="list-style-type: none"> write some or all of my name write some letters accurately (lower case and capitals for my name) relate the meaning of the marks I make pretend to write in different contexts
Literacy (Comprehension) Reception	I can... <ul style="list-style-type: none"> listen and enjoy sharing a range of books hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover know that print carries meaning and in English, is read from left to right and top to bottom know the difference between text and illustrations enjoy joining in with rhyme, songs and poems join in with repeated refrains and key phrases 	I can... <ul style="list-style-type: none"> engage in conversation and answer questions when reading wordless fiction and non-fiction books respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations talk about events, feelings, main characters, where a story is set and recognise links to own life experiences 	I can... <ul style="list-style-type: none"> use picture clues to help read a simple text predict and anticipate key events based on illustrations, story content and title understand the structure of a nonfiction book is different to a fiction book play is influenced by experience of books 	I can... <ul style="list-style-type: none"> retell stories in the correct sequence, drawing on language patterns of stories say how I feel about stories and poems, what parts of the story I liked or disliked identify favourite characters, events, or settings and why independently access the features of a nonfiction book play influenced by experience of books innovate a well-known story with support 	I can... <ul style="list-style-type: none"> correctly sequence a story or event using pictures and/or caption respond to questions about how and why something is happening know the difference between different types of texts (fiction, nonfiction, poetry) play influenced by experience of books-gestures and actions used to act out a story, event or rhyme from text or illustrations 	I can... <ul style="list-style-type: none"> demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary anticipate – where appropriate – key events in stories use and understand recently introduced vocabulary during roleplay and discussions about stories (non-fiction, rhymes and poems)
Literacy (Word Reading) Reception	I can... <ul style="list-style-type: none"> hear general sound discrimination and be able to orally blend and segment re-read books to build up my confidence in word reading, fluency, understanding and enjoyment read books consistent with my phonic knowledge 	I can... <ul style="list-style-type: none"> read individual letters by saying the sounds for them blend sounds into words, so that I can read short words made up of known letter-sound correspondences read a few common exception words 	I can... <ul style="list-style-type: none"> read individual letters by saying the sounds for them blend sounds into words, so that I can read short words made up of known letter-sound correspondences read a few common exception words 	I can... <ul style="list-style-type: none"> read some letter groups that each represent one sound and say sounds for them read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words 	I can... <ul style="list-style-type: none"> read some letter groups that each represent one sound and say sounds for them read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words 	I can... <ul style="list-style-type: none"> say a sound for each letter in the alphabet and at least 10 digraphs read words consistent with my phonic knowledge by sound blending read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words
Literacy (Phonics) Reception	<u>Phase 2 Graphemes</u> s a t p i n m d g o c k c k e u r h b f l <u>Tricky Words</u> is I the	<u>Phase 2 Graphemes</u> ff ll ss j v w x y z zz qu ch sh th ng nk Words with -s/s/ added at the end (hats sits) Words ending in s/z (his) and with -s/z/ added at the end (bags sings) <u>Tricky Words</u> put pull full as and has his her go no to into she push he of we me be	<u>Phase 3 Graphemes</u> ai ee igh oa oo oo ar or ur ow oi ear air er Words with double letters Longer words <u>Tricky Words</u> was you they my by all are sure pure	<u>Phase 3 Graphemes</u> Review Phase 3 Words with double letter, longer words, words with two or more digraphs, words ending in -ing, compound words Words with s/z/ in the middle Words with -s/s/z/ at the end Words with -es/z/ at the end <u>Review all Tricky Words taught so far</u>	<u>Phase 4</u> Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC Longer words and compound words Words ending in suffixes: -ing, -ed/t/, -ed/id/ /ed/, -ed/d/-er, -est <u>Tricky Words</u> said so have like some come love do were here little says there when what one out today	<u>Phase 4</u> Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC Words ending in suffixes: -ing, -ed/t/, -ed/id/ /ed/, -ed/d/-er, -est Longer words <u>Review all Tricky Words taught so far</u>
Literacy	I can...	I can...	I can...	I can...	I can...	I can...

<p>(Writing)</p> <p>Reception</p>	<ul style="list-style-type: none"> • develop listening and speaking skills in a range of contexts • be aware that writing communicates meaning • give meaning to marks I make • write my own name, copying it from a name card or try to write it from memory • understand that thoughts and stories can be written down • orally segment sounds in simple words • know that print carries meaning and in English, is read from left to right and top to bottom • draw lines and circles 	<ul style="list-style-type: none"> • copy adult writing behaviour e.g. writing on a whiteboard, writing messages • make marks and drawings using increasing control • know there is a sound/symbol relationship • use some recognisable letters and own symbols • write letters and strings, sometimes in clusters like words • orally compose a sentence and hold it in memory before attempting to write it • orally spell VC and CVC words by identifying the sounds • write my own name 	<ul style="list-style-type: none"> • use appropriate letters for initial sounds • orally compose a sentence and hold it in memory before attempting to write it using simple conjunctions • spell to write VC and CVC words independently using Phase 2 graphemes • show a dominant hand • write from left to right and top to bottom • begin to form recognisable letters • recognise that after a word there is a space 	<ul style="list-style-type: none"> • build words using letter sounds in writing • use talk to organise describe events and experience • begin to write a simple sentence with support • spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes • spell some irregular common (tricky) words e.g., the, to, no, go independently • hold a pencil effectively to form recognisable letters 	<ul style="list-style-type: none"> • continue to build on knowledge of letter sounds to build words in writing • use writing in play • use familiar words in my 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
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<p>Typical Writing Progression</p>	<p>Picture tells a story to convey message</p> 	<p>Starting point at any point of paper</p> 	<p>Progression is from left to right</p> 	<p>Symbols that represent letters</p> 	<p>Letters have no relationship</p> 	<p>Letter strings move from L to R and move down the page</p> 	<p>Awareness of print, copied from surroundings</p> 	<p>Beginning and ending letters are used to represent words</p> 	<p>Vowel sounds appear Evidence of tricky words</p> 	<p>A child hears beginning, middle and end sounds.</p> 	<p>Whole sentence writing develops, spaces in between words</p> 	<p>Multiple related sentences with many words spelled correctly, punctuation evident.</p> 
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Revisit / Ongoing throughout the year

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge. Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.

Literacy Early Learning Goals:

Comprehension:

- demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary
- anticipate – where appropriate – key events in stories
- use and understand recently introduced vocabulary during roleplay and discussions about stories (non-fiction, rhymes and poems)

Word Reading:

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

Writing:

- 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

Year 1 Expectations:

Year 1 – Reading (Word Reading):

-Apply phonic knowledge and skills as the route to decode words -Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word -Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings -Read other words of more than one syllable that contain taught GPCs -Read words with contractions and understand that the apostrophe represents the omitted letter(s) -Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words -Re-read these books to build up their fluency and confidence in word reading

Year 1 – Reading (Comprehension):

-Develop pleasure in reading, motivation to read, vocabulary and understanding by: -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -Being encouraged to link what they read or hear read to their own experiences -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics -Recognising and joining in with predictable phrases -Learning to appreciate rhymes and poems, and to recite some by heart -Discussing word meanings, linking new meanings to those already known -Understand both the books they can already read accurately and fluently and those they listen to by: -Drawing on what they already know or on background information and vocabulary provided by the teacher -Checking that the text makes sense to them as they read and correcting inaccurate reading -Discussing the significance of the title and events -Making inferences on the basis of what is being said and done -Predicting what might happen on the basis of what has been read so far -Participate in discussion about what is read to them, taking turns and listening to what others say -Explain clearly their understanding of what is read to them.

Year 1 – Writing (Transcript):

Pupils should be taught to spell: -Words containing each of the 40+ phonemes already taught -Common exception words -The days of the week, Naming the letters of the alphabet in order -Using letter names to distinguish between alternative spellings of the same sound -Add prefixes and suffixes: -Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs -Using the prefix un– Using –ing, –ed, –er and –est where no change is needed in the spelling of root words -Apply simple spelling rules and guidance, as listed in English Appendix 1 -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Year 1 – Writing (Composition):

Write sentences by: Saying out loud what they are going to write about -Composing a sentence orally before writing it -Sequencing sentences to form short narratives -Re-reading what they have written to check that it makes sense - Discuss what they have written with the teacher or other pupils -Read aloud their writing clearly enough to be heard by their peers and the teacher.

Year 1 – Writing (Handwriting):

Sit correctly at a table, holding a pencil comfortably and correctly -Begin to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters, form digits 0-9 -Understand which letters belong to which handwriting ‘families’ and to practise these

Year 1 – Writing (vocabulary, grammar and punctuation)

Develop their understanding of the concepts set out in English Appendix 2 by: -Leaving spaces between words -Joining words and joining clauses using and -Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark –Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ -Learning the grammar for year 1 in English Appendix 2 -Use the grammatical terminology in English Appendix 2 in discussing their writing.

Mathematics

Statutory Guidance from the EYFS Framework for Mathematics:

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 6 Guidance on physical activity from the Chief Medical Officer is available at: <https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report>. 11 adults and peers about what they notice and not be afraid to make mistakes.

Mathematics – Development Matters Statements Three and Four Year Olds

- Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).
- Show ‘finger numbers’ up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: ‘more than’, ‘fewer than’.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.
- Understand position through words alone – for example, “The bag is under the table,” – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
- Combine shapes to make new ones – an arch, a bigger triangle, etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’

Mathematics – Development Matters Statements Reception

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the ‘one more than/one less than’ relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

<p>Mathematics</p> <p>Nursery</p>	<p>I can.....</p> <ul style="list-style-type: none"> • join in singing counting/number songs involving numbers to 5 • begin to use numbers when playing • recognise and name colours in a variety of contexts • explore and match objects which are the same/different • use some number names and number language accurately • show an awareness of numbers in the environment 	<p>I can.....</p> <ul style="list-style-type: none"> • say some number names in sequence • recognise and continue simple repeating patterns e.g., two colours • explore 2d shapes and begin to learn their names • sort by colour, size and shape • offer comments or ask questions about numbers 	<p>I can.....</p> <ul style="list-style-type: none"> • represent numbers up to five, using fingers • show awareness of one-to-one correspondence through practical everyday experiences • describe a familiar rout • use some simple positional language (in front and behind) 	<p>I can.....</p> <ul style="list-style-type: none"> • count forwards and backwards within the number sequence 1 to 5 • begin to make comparisons between quantities • use some number language, such as 'more' and 'a lot' • recognise some numbers of personal significance 	<p>I can.....</p> <ul style="list-style-type: none"> • count actions or sounds • recognise, say and identify numerals 1 to 5 • understand that numbers identify how many objects are in a set • I can explore the properties of 2D shapes 	<p>I can.....</p> <ul style="list-style-type: none"> • count up to five objects by touching each object, saying one number name for each item • know that the last number in the count gives the total • order numbers between 1 to 5 • recognise groups with 1,2 or 3 objects • match groups with the same number of objects (1-3) • recall a sequence of everyday life
<p>Mathematics</p> <p>Reception</p>	<p>Mastering Number: Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured. • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers <p>White Rose: -Find 1, 2 and 3 -Subitise 1, 2 and 3 -Represent 1, 2 and 3 -1 more -1 less -Composition of 1, 2 and 3 -Find 4 and 5 -Subitise 4 and 5 -Represent 4 and 5 -1 more -1 less -Composition of 4 and 5 -Composition of 1 - 5</p>	<p>Mastering Number: • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</p> <ul style="list-style-type: none"> • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts <p>White Rose: -Matching objects -Match pictures and objects -Identify a set -Sort objects to a type -Exploring sorting techniques -Create sorting rules -Compare amounts</p>	<p>Mastering Number: Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' • focus on equal and unequal groups when comparing number <p>White Rose: -Introduce zero -Find 0 to 5 -Subitise 0 to 5 -Represent 0 to 5 -Compare size -Compare mass -Compare capacity -Explore simple patterns -Copy and continue simple patterns -Create simple patterns</p>	<p>Mastering Number: • understand that two equal groups can be called a 'double' and connect this to finger patterns</p> <ul style="list-style-type: none"> • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers <p>White Rose: -Identify and name circles and triangles -Compare circles and triangles -Shapes in the environment -Describe position -Identify and name shapes with 4 sides. -Combine shapes with 4 sides -Shapes in the environment -My day and night -Build Numbers beyond 10 (10 – 13) -Continue patterns beyond 10 (10 - 13) -Build numbers beyond 10 (14 – 20)</p>	<p>Mastering Number: Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 <p>White Rose: -Explore Length -Compare Length -Explore Height -Compare Height - Explore sharing - Sharing - Explore grouping - Even and odd sharing - Play with and build doubles</p>	<p>Mastering Number: • begin to generalise about 'one more than' and 'one less than' numbers within 10</p> <ul style="list-style-type: none"> • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek <p>White Rose: -Recognise and name 3D shapes -Find 2D Shapes within 3D shapes -Use 3D Shapes for tasks -3D Shapes in the environment - Identify units of repeating patterns - Create own pattern rules - Explore own pattern rules - Deepen understanding - Patterns and relationships - Consolidation</p>

Revisit / Ongoing throughout the year

Linking the number symbol with its cardinal number value. Counting beyond ten. Comparing numbers. Understanding the 'one more/one less than' relationship between consecutive numbers. Comparing length, weight, and capacity. Select, rotate, and manipulate shapes to develop spatial reasoning skills. Composing and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

Mathematics Early Learning Goals:

Number:

- have a deep understanding of numbers to 10 and 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), some number bonds to 10, including double facts

Numerical Patterns:

- 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

Year 1 Expectations:

Number and place value (within 20): use the language of: equal to, more than, less than (fewer), most, least Identify and represent numbers using objects and pictorial representations including the number line

Addition and subtraction (within 20): Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) sign. Read and write numbers from 1 to 20 in numerals and words

Number and place value (within 100): Begin to recognise the place value of each digit in a two-digit number (tens, ones)

Fractions: Recognise, find and name a half as one of two equal parts of an object, shape or quantity

Fractions: Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Multiplication and Division: count in multiples of twos, fives and tens solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations

Understanding the World

Statutory Guidance from the EYFS Framework for 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.

Understanding the World – Development Matters Statements Three and Four Year Olds

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Understanding the World – Development Matters Statements Reception

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

The EYFS statutory framework outlines an expectation that practitioners reflect on the different ways in which children learn, the characteristics of effective learning form the bedrock of teaching understanding the world. These are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

It is important to recognise learning does not always fit into boxes. Our play-based and child-centred approaches encourage learning to follow where the child's interest and curiosity leads. Through a balance of guided, planned teaching and pursuing children's own learning within an enabling environment the children will begin to make sense of the physical world and their community.

This document shows the knowledge, skills and understanding what we plan to teach and the planned for experiences we will provide. This is in addition to following children's interests and their curiosity about their world.

<p>Understanding the World (Past and Present)</p> <p>Nursery</p>	<p>I can.....</p> <ul style="list-style-type: none"> • talk about photographs of my family • understand who is older and younger than me in my family • sequence family members by age and name (baby, child, adult) 	<p>I can.....</p> <ul style="list-style-type: none"> • begin to know that things were different before I was born • understand the terms ‘before’ , ‘now’ , ‘today’ • talk about my own experiences 	<p>I can.....</p> <ul style="list-style-type: none"> • understand that there are some other countries/cities • use non-fiction books and/or internet pictures to see what houses looked like years ago • recognise older and newer buildings • begin to talk about my own life-story and family history 	<p>I can.....</p> <ul style="list-style-type: none"> • ask questions about what my grandparents/parents did when they were younger • share similarities between characters, figures or objects 	<p>I can.....</p> <ul style="list-style-type: none"> • talk confidently about my personal experiences of birthdays and birthday parties that happened in the past 	<p>I can.....</p> <ul style="list-style-type: none"> • begin to make sense of my own life-story and family history • begin to understand about some significant moments in history • begin to understand that some things were different a long time ago
<p>Understanding the World (People, Cultures and Communities)</p> <p>Nursery</p>	<p>I can.....</p> <ul style="list-style-type: none"> • notice differences between people • make connections between my family and the families of others 	<p>I can.....</p> <ul style="list-style-type: none"> • begin to make sense of my own life-story and family’s history • talk about my own experiences of celebrating Christmas • begin to be aware of how different cultures and people celebrate special times – Diwali/ Hanukkah/ Advent • talk about sharing worries 	<p>I can.....</p> <ul style="list-style-type: none"> • continue to develop positive attitudes about the differences between people • show an interest in different occupations • know that people in different countries have different celebrations • identify familiar buildings 	<p>I can.....</p> <ul style="list-style-type: none"> • begin to show an understanding that not all people or families are the same or celebrate things in the same way 	<p>I can.....</p> <ul style="list-style-type: none"> • show an interest in different occupations • understand what it means to belong • talk about people and times that are special to me and my family and friends • join in with routines, like going shopping, and times that are special to me and my family like birthdays 	<p>I can.....</p> <ul style="list-style-type: none"> • continue to understand some of the differences between different people and communities • explore other occupations • continuing to develop positive attitudes about the differences between people
<p>Understanding the World (The Natural World)</p> <p>Nursery</p>	<p>I can.....</p> <ul style="list-style-type: none"> • explore materials using all my senses • explore natural materials linked with Autumn • notice some simple signs of Autumn 	<p>I can.....</p> <ul style="list-style-type: none"> • explore how things work • explore materials with different properties (hard / soft) • talk about and point to what I see in my own environment • understand that the weather changes and in different places you find different weather • identify suitable clothing for different weather 	<p>I can.....</p> <ul style="list-style-type: none"> • begin to understand that blue shows the sea and green shows the land on a map or globe • find the North Pole and the South Pole on a globe with support • talk about the changes that happen when something melts or freezes • find out about, and name, some of the animals that live in different countries 	<p>I can.....</p> <ul style="list-style-type: none"> • use all of my senses to explore natural materials • talk about the weather in summer and winter 	<p>I can.....</p> <ul style="list-style-type: none"> • understand the difference between plants and animals • plant seeds and care for growing plants with support • talk about some of the changes I notice in the environment in spring • use simple descriptive vocabulary • talk about the simple features of animals as they grow from babies to adults • explain how parents care for babies 	<p>I can.....</p> <ul style="list-style-type: none"> • begin to show an interest in exploring how things work and why things happen, e.g., floating and sinking, magnets • notice change, such as melting, drying, growing • begin to understand the need to respect and care for the natural environment and all living things • explore collections of materials and identify similar and different properties • talk about what I see, using a wide range of vocabulary
<p>Understanding the World (Past and Present)</p> <p>Reception</p>	<p>I can...</p> <ul style="list-style-type: none"> • begin to talk about my life story and how I have change • look at similarities and differences between the natural world around me in the past and present 	<p>I can...</p> <ul style="list-style-type: none"> • talk about past family holidays • know and talk about influential figures from the past - Guy Fawkes • talk about the soldiers, poppies, two minutes silence • know some historical facts and stories from different religions and celebrations – Bonfire night, Guy Fawkes, Poppy Day 	<p>I can...</p> <ul style="list-style-type: none"> • use vocabulary such as in the past, a long time ago • recognise some similarities and differences between life in this country and life in other countries • talk about how homes have changed • comment on images showing homes in the past 	<p>I can...</p> <ul style="list-style-type: none"> • understand the past through settings, characters and events encountered in books read in class and storytelling • make comparisons of settings and fictional settings • compare characters from stories, including figures from the past 	<p>I can...</p> <ul style="list-style-type: none"> • talk confidently about my personal experiences using language of past and present • know and talk about influential figures from the past 	<p>I can...</p> <ul style="list-style-type: none"> • Look closely at pictures in books and notice similarities and differences between now and the past • comment on images of familiar situations in the past

<p>Understanding the World <i>(People, Cultures and Communities)</i></p> <p>Reception</p>	<p>I can...</p> <ul style="list-style-type: none"> • talk about members of my immediate family and community • name and describe people who are familiar to me • recognise the differences between myself and my friends (appearance, likes/dislikes, families) • talk about what makes me feel special • know that I have a right to learn and play, safely and happily • know that hands can be used kindly and unkindly • know special things about myself • know that being kind is good 	<p>I can...</p> <ul style="list-style-type: none"> • talk about the features of different celebrations for different faiths • know why different people celebrate different things • talk about special past times • know about the Jewish celebration Hanukkah • to know what happens at Diwali and why • Advent/Christmas around the world • to know what happens at Christmas, and why 	<p>I can...</p> <ul style="list-style-type: none"> • to be able to draw information from a simple map • learn about different cultures in other places in the world • find out how the lives of people in different countries are the same and different to mine • talk about Safer Internet Day • talk about who is special to me and why? 	<p>I can...</p> <ul style="list-style-type: none"> • know that some places are special to people in my community • talk about what I think is special about the world 	<p>I can...</p> <ul style="list-style-type: none"> • describe my local habitat and compare with a contrasting country • understand how to care for nature 	<p>I can...</p> <ul style="list-style-type: none"> • know what a challenge is • know that it is important to keep trying • know what a goal is • know how to set goals and work towards them • know when I have achieved a goal • know some jobs I might like to do when I am older • know that I must work hard now in order to be able to achieve the job I want when I am older
<p>Understanding the World <i>(The Natural World)</i></p> <p>Reception</p>	<p>I can...</p> <ul style="list-style-type: none"> • explore the natural world and describe what I see, hear and feel when outside • understand the effects of the changing seasons around me – Autumn • talk about Harvest 	<p>I can...</p> <ul style="list-style-type: none"> • begin to describe what I see, smell and feel in the natural world • talk about Recycling • begin to understand the negative impact that humans can have on the environment • compare the weather in winter to the weather in autumn 	<p>I can...</p> <ul style="list-style-type: none"> • know the name of the road, and the name of the village where my school is located • begin to know the difference between a map and a globe • find and name some different countries on a Globe • talk about why something melts or freezes and the changes that happen • make observations of the animals that live in the Arctic/Antarctic/desert and talk about what makes them special • recognise the similarities and differences between hotter and colder regions and where we live 	<p>I can...</p> <ul style="list-style-type: none"> • know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what I have read • explore non - contact forces (gravity and magnetism) 	<p>I can...</p> <ul style="list-style-type: none"> • talk about signs of Spring / changes from winter to spring – Spring walk. • understand the effect of changing seasons on the natural world around me 	<p>I can...</p> <ul style="list-style-type: none"> • explore the natural world around me, making observations and drawing pictures of animals and plants
<p>Computing Kapow Objectives</p>	<p>Computing through continuous provision</p> <p>Set up continuous provision in the classroom</p>	<p>Using a computer</p> <p>To be able to understand what a computer keyboard is and recognise some letters and numbers.</p> <p>To know that a mouse can be used to click, drag and create simple drawings.</p> <p>To know that to use a computer you need to log in to it and then log out at the end of your session.</p>	<p>All about instructions</p> <p>To know that being able to follow and give simple instructions is important in computing.</p> <p>To understand that it is important for instructions to be in the right order.</p> <p>To understand why a set of instructions may have gone wrong.</p>	<p>Exploring hardware</p> <p>To know that different types of technology can be found at home and in school.</p> <p>To know that you can take simple photographs with a camera or iPad.</p> <p>To know that you must hold the camera still and ensure the subject is in the shot to take a photo.</p>	<p>Programming Bee-Bots</p> <p>To know that you can program a Bee-Bot with some simple commands.</p> <p>To understand that debugging means how to fix some simple programming errors</p> <p>To understand that an algorithm is a set of clear and precise instructions.</p>	<p>Introduction to data</p> <p>To know that sorting objects into various categories can help you locate information.</p> <p>To know that using yes/no questions to find an answer is known as a branching database.</p> <p>To know that a pictogram is a way of showing information.</p>

Revisit / Ongoing throughout the year

Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. Explore the natural world around them by taking part in weekly forest school sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things. Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past.

Understanding the World Early Learning Goal:

Past and Present:

- talk about the lives of the people around me and their roles in society
- know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class
- understand the past through settings, characters and events encountered in books read in class and through storytelling

People, Cultures and Communities:

- describe my immediate environment using knowledge from observations, discussions, stories, nonfiction texts and maps
- know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class
- explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps

The Natural World:

- explore the natural world around me, making observations and drawing pictures of animals and plants
- know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class
- understand some important processes and changes in the natural world around me, including the seasons and changing states of matter

Year 1 Expectations:

The Science National Curriculum (2014) ... Working Scientifically: Asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions. Plants: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, identify and describe the basic structure of a variety of common flowering plants, including trees. Animals including humans: identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals, identify and name a variety of common animals that are carnivores, herbivores and omnivores, describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets), identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Everyday materials: distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock, describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties. Seasonal Changes: observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies.

Our Year 1 covers the following areas: Animals including Humans (ourselves), Everyday Materials, Plants, Seasonal Changes, Animals including Humans (Classifying Animals)

The Geography National Curriculum (2014) states that... Location Knowledge: name and locate the world’s 7 continents and 5 oceans, name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Place Knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country, Human and Physical Geography, identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, use basic geographical vocabulary. Geographical Skills and Fieldwork: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map, use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key, use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Our Year 1 covers the following areas: Around the school/Local area, Our Wonderful World (Seasonal Daily Weather), Locational Knowledge Fieldwork - London

The History National Curriculum (2014) states that... Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries, the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell . Significant historical events, people and places in their own locality.

Our Year 1 covers the following areas: Homes in the Past, Holidays in the past, Medieval Castles

Expressive Arts and Design

Statutory Guidance from the EYFS Framework for 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.

Expressive Arts and Design – Development Matters Statements Three and Four Year Olds

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.

Expressive Arts and Design – Development Matters Statements Reception

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.

<ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups.
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<p>Expressive Arts and Design</p> <p>Nursery</p>	<p>I can.....</p> <ul style="list-style-type: none"> • use my imagination to consider what I can do with different materials • make simple models which express my ideas • enjoy and take part in action songs • start to develop pretend play, pretending that one object represents another • talk about the marks that I have made when drawing and painting • use some shapes and lines when drawing and painting • explore blocks and construction sets • begin to explore some simple percussion instruments • engage in some simple pretend play based on own experiences. • explore different materials with support 	<p>I can.....</p> <ul style="list-style-type: none"> • explore different materials freely, to develop my ideas about how to use them and what to make • listen with increased attention to sounds • remember some songs in their entirety • engage in simple small world play based on my own experiences or stories that I have heard • begin to join different materials with support 	<p>I can.....</p> <ul style="list-style-type: none"> • explore different textures • sing a range of songs and nursery rhymes • continue to explore different instruments • use own imagination to make up small worlds and simple storylines • explore a range of materials with independence • continue to develop my knowledge of how to join different materials • begin to draw and paint using lines and shapes to represent objects 	<p>I can.....</p> <ul style="list-style-type: none"> • begin to draw and paint with increasing detail • sing a range of songs and nursery rhymes • continue to explore different instruments • use own imagination to make up small worlds and simple storylines • continue to develop my knowledge of how to join different materials • explore a range of materials with independence 	<p>I can.....</p> <ul style="list-style-type: none"> • explore colour mixing with support • continue to draw with greater complexity and detail • begin to develop more complex stories • develop own ideas about which materials to use and what to make • play percussion instruments with increasing control 	<p>I can.....</p> <ul style="list-style-type: none"> • develop an understanding of using lines to enclose a space • use various construction materials • create my own piece of art and give meaning • play a given instrument to a simple beat • respond to what I have heard, expressing my thoughts and feelings • perform my favourite song in front of a small group • take on a role, talking about who I am and interacting with peers • play instruments in different ways
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<p>Expressive Arts and Design</p> <p>Reception</p>	<p>I can...</p> <ul style="list-style-type: none"> • create self - portraits using a choice of materials • know a range of songs related to myself and my community • Sing in a group • copy -clap the rhythm of names • explore high sounds and low sounds using voices • begin to move in response to music 	<p>I can...</p> <ul style="list-style-type: none"> • sing a range of well-known nursery rhymes and songs • explore colour mixing using primary colours • explore warm and cool colours looking at Autumn and Winter • select colours appropriately for tasks • learn about arts and crafts from different countries - Diwali lamps, Christmas cards, Hanukah cards, Rangoli 	<p>I can...</p> <ul style="list-style-type: none"> • know different songs and dances from around the world • join in simple songs remembering some of the words • listen to and explore the beats of different music from around the world • explore and engage in music making and have a simple understanding of a beat • share creative ideas with peers and begin to work 	<p>I can...</p> <ul style="list-style-type: none"> • design with a purpose in mind and explain the process I have used • draw an object from careful observation talking about the features that I have included • make props to use in role play and small world play • know a repertoire of songs – nursery, topical, seasonal • imitate and create movement in response to music • move to musical stimuli in a 	<p>I can...</p> <ul style="list-style-type: none"> • create collaboratively sharing ideas, resources and skills • make 3D models of my favourite bugs, ensuring that they have the different features • change the tempo and dynamics whilst playing music • know how to use a wide variety of instruments • draw with details • problem solve and reflect on my designs and creations • independently use tools and 	<p>I can...</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 • safely construct with a purpose and evaluate my designs • return to and build on their previous learning, refining ideas and developing the ability to represent them • invent, adapt and recount narratives and stories
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		<ul style="list-style-type: none"> • know that different music is played for different celebration • learn to play percussion instruments and listen to the sounds they make • move to musical stimuli and keep in time to the music 	<p>together, sharing skills</p> <ul style="list-style-type: none"> • start to create my own storylines that include peers • continue to draw and paint pictures with increasing complexity • construct with a purpose in mind, using a variety of resources • make observations and draw pictures of animals from around the world • explore art from different places around the world 	<p>variety of ways, e.g., hopping, marching, skipping and jumping</p> <ul style="list-style-type: none"> • tap out simple repeated rhythms and make some up showing interest in the way musical instruments sound • explore high pitch and low pitch in the context of songs • create collaboratively sharing ideas, resources and skills • use tools and techniques with increased care and precision • mix a range of colours needed for a purpose 	<p>techniques with increased care and precision</p>	<ul style="list-style-type: none"> • sing a range of well - known nursery rhymes and songs
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Charanga Music Scheme objectives	<p><u>Musicianship: Understanding music:</u> To know how to look after instruments. To notice differences between styles of music.</p> <p><u>Listening: Appraisal:</u> Listen with increased attention to sounds. (EAD) Respond to what they have heard, expressing their thoughts and feelings. (EAD)To move in time with music. (EAD)To listen attentively. (CL)To express their ideas and feelings using full sentences. (CL)To feel the pulse in a piece of music.</p> <p><u>Singing:</u> Remember and sing entire songs. (EAD) Sing a range of well-known nursery rhymes and songs. (EAD)</p> <p><u>Playing Instruments/notation. Improvisation:</u> Play instruments with increasing control to express their feelings and ideas. (EAD)To know the names of the instruments: drum, maracas, bells and tambourine. To know how to play instruments correctly. To sort instruments according to their type. To know the names of the instruments: triangle, wooden sounder, castanets and a beater. To know that instruments make different sounds. To recognise instruments.</p> <p><u>Composition:</u> To create rhythmic patterns by following pictures indicated. To follow instructions. To create their own rhythmic patterns using pictures.</p>
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Revisit / Ongoing throughout the year

Children will learn to sing and perform a range of songs and rhymes.

Children will develop skills in listening attentively, moving to and talking about music, express their feelings and responses. We will experience singing in a group or on their own, increasingly matching the pitch and following the melody. Children will watch and talk about dance and performance art, express their feelings and responses. Children will explore and engage in music making and dance, performing solo or in groups. In addition to the daily experiences and opportunities offered in EYFS the children will have specific musical development sessions using Charanga.

Children will experience and develop a range of creative, artistic skills. The children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity. They will have the opportunity to create collaboratively sharing Ideas and resources as well on solo work. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them. In addition specific skills and/or experiences will be planned.

Expressive Arts and Design Early Learning Goals:

Creating with Materials:

- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- share my creations, explaining the process I have used
- make use of props and materials when role playing characters in narratives and stories

Being Imaginative and Expressive:

- invent, adapt and recount narratives and stories
- 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

Year 1 Expectations:

Art and Design – Year 1 National Curriculum

Pupils should be taught: -To use a range of materials creatively to design and make products -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Design and Technology – KS1 National Curriculum

Design- Design purposeful, functional, appealing products for themselves and other users based on design criteria -Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate -Explore and evaluate a range of existing products -Evaluate their ideas and products against design criteria Technical knowledge -Build structures, exploring how they can be made stronger, stiffer and more stable -Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

Music – KS1 National Curriculum

Pupils should be taught to: -Use their voices expressively and creatively by singing songs and speaking chants and rhymes -Play tuned and untuned instruments musically -Listen with concentration and understanding to a range of high-quality live and recorded music -Experiment with, create, select and combine sounds using the inter-related dimensions of music