

St Paul's First School
EYFS Curriculum



	Nursery/Reception
Autumn	Our World and Us!
Spring	Let's Imagine!
Summer	The Great Outdoors!

Autumn Term

Our World and Us!

Nursery

- Ourselves
- Who I live with
- My school
- My home
- Self-Care
- Movement
- What can I hear?

Reception

- My family
- My friends
- Different house types
- My body
- Night time / sleep
- Eating Healthy
- Seasonal changes

Festivals/Celebrations

- Harvest - foods
- Remembrance Day
- Diwali
- Christmas

- Harvest - farming / charity
- Bonfire Night
- Remembrance Day
- Christmas

Autumn Term - Our World and Us!

Area of Learning:	0-3 Years	3-4 Years	Reception
Listening, Attention and Understanding	<ul style="list-style-type: none"> • Generally, focus on an activity of their own choice and find it difficult to be directed by an adult. • Listen to other people's talk with interest, but can easily be distracted by other things. • Listen to simple stories and understand what is happening, with the help of the pictures. 	<ul style="list-style-type: none"> • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Can focus on more than one thing at a time. 	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Ask questions to find out more and to check they understand what has been said to them. • Engages in story time.
Speaking	<ul style="list-style-type: none"> • Can become frustrated when they can't make themselves understood. • Start to say how they are feeling, using words as well as actions. • Start to develop conversation, often jumping from topic to topic. 	<ul style="list-style-type: none"> • Use a wider range of vocabulary. • Start a conversation with an adult or friend. • Begin to use longer sentences of 4 or more 	<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary through the day. • Connect one idea or action to another using a range of connectives. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail.

	<ul style="list-style-type: none"> • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. • Use the speech sounds p, b, m, w. <p>Usually still struggling to pronounce:</p> <ul style="list-style-type: none"> • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as 'banana' and 'computer'. • Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). 	<p>words.</p> <ul style="list-style-type: none"> • Begin to learn some class songs. • To communicate their own needs. E.g. "I need the toilet". 	<ul style="list-style-type: none"> • Develop social phrases 'Good Morning'.
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Self-Regulation	<ul style="list-style-type: none"> To seek comfort from key person. Beginning to wait for their turn. 	<ul style="list-style-type: none"> Beginning to follow instructions. Develop appropriate ways of being assertive. Begin to talk about how they feel. 	<ul style="list-style-type: none"> Express their own feelings. Begin to consider how others are feeling. Begins to show resilience and perseverance in the face of challenge. To be able to calm themselves.
Managing Self	<ul style="list-style-type: none"> Expresses preferences and makes decisions. Leaves main carer happily. Begin to talk about how they feel. Confident to access the provision independently. 	<ul style="list-style-type: none"> Begin to select what they need to complete an activity with some support. To take turns and share during play. Maintains concentration during self-selected activity. 	<ul style="list-style-type: none"> To talk about their family and interests. To be able to wash own hands and understand when it is appropriate to do so e.g. after toileting and before snack. To choose and prepare own snack.
Building Relationships	<ul style="list-style-type: none"> To be confident to express their wants and needs to key person. Begin to build relationships with other children. Ask questions about other people. Confident to play alongside peers. 	<ul style="list-style-type: none"> Builds relationships with key person. To begin interact with others during play. 	<ul style="list-style-type: none"> To listen to teachers and others peers. To share and play cooperatively.
Gross Motor	<ul style="list-style-type: none"> Enjoy moving when outdoors and inside. Eat finger foods and develop likes and dislikes. 	<ul style="list-style-type: none"> To balance on a scooter. To ride on a trike. Go up steps and stairs, or climb on apparatus, using alternate feet. 	<ul style="list-style-type: none"> To confidently move in range of ways. Have sufficient upper arm and shoulder strength.

	<ul style="list-style-type: none"> • Try a wide range of foods with different tastes and textures. • Climb unaided and move through age appropriate apparatus. • Begin to kick, throw and catch a large ball. • Build with large construction e.g. stacking bricks. • Walk, run, jump and climb and start to use the stairs independently. • Sit on and use a push along wheeled toy. • To pedal a tricycle. • To sit comfortably on a chair. • To know when they need to use the toilet. • 	<ul style="list-style-type: none"> • To use large-muscle movements to wave flags and streamers, paint and make marks. • Decide how to travel across large equipment. • To be able to handle tools and equipment safely. • To work with others to move large items. • To use the toilet independently. • To wash hands independently. 	<ul style="list-style-type: none"> • To move hands and fingers without moving shoulders. • To move and rotate arms and wrists independently. • Combine different movements e.g. create an obstacle course. • To confidently control a small and large balls. E.g. throwing, catching, kicking. • To know and talk healthy eating. • To know and understand the importance of sleep and exercise. • To line up and queue sensibly.
Fine Motor	<ul style="list-style-type: none"> • To be able to tear paper. • To make marks. • To print on paper. • To develop grasp by exploring and holding a range of materials. • To begin to help with, carrying and pouring drinks. • To remove shoes and socks and put them back on. 	<ul style="list-style-type: none"> • Use one handed tools to make snips in paper. • To use the four finger grasp when holding pens and pencils. • To eat independently and begin to use a knife and fork. • To zip or button own coat up. 	<ul style="list-style-type: none"> • To independently, thread, pour and stir. • To dress and undress dolls. • Make models with small construction and playdough. • Has established dominant hand. • Begins to use tripod grip.

	<ul style="list-style-type: none"> • To remove own coat and put it back on. • To develop good eating habits and behaviours. 		<ul style="list-style-type: none"> • To begin to form recognisable letters. • To achieve good posture when sitting at a table or on the floor. • To understand the importance of personal hygiene. • To understand importance of dental hygiene. • Begin to use a range of tools with increasing control. E.g. scissors and paintbrushes. • To cut around a shape with straight lines.
Comprehension	<ul style="list-style-type: none"> • Enjoys, listens to and joins in with songs and rhymes. • To copy dough disco movements. • Sings songs and says rhymes independently; • Develop play around favourite stories using props. 	<ul style="list-style-type: none"> • Understands that print has meaning and print can have different purposes. • Begins to comment on stories they have listened to. • Handles books carefully. • Holds books the correct way up and turns pages. 	<ul style="list-style-type: none"> • To sequence events in a story. • To talk about what they have listened to. • To talk about characters and main events in stories.
Word Reading	<ul style="list-style-type: none"> • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoys sharing books with an adult. 	<ul style="list-style-type: none"> • Independently shares books and texts. 	<ul style="list-style-type: none"> • To hear and say initial sounds. • To hear and say end sounds. • To hear and say medial sounds.

	<ul style="list-style-type: none"> • Pays attention and responds to the pictures and words. • Has a favourite book. • Repeat words and phrases from familiar stories. • Ask questions about the book. Make comments and shares their own ideas. 		<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • To read CVC words.
Writing	<ul style="list-style-type: none"> • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name. 	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. E.g. makes marks to create lists. 	<ul style="list-style-type: none"> • To give meaning to marks they make. • To write initial sounds. • To write their name. • To spell CVC words. • To write labels and captions.
Numbers	<ul style="list-style-type: none"> • Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. • Compare amounts, saying 'lots', 'more' or 'same'. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes 	<ul style="list-style-type: none"> • 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. • Show 'finger numbers' up to 5. • Experiment with their own symbols and marks. • Compares quantities using 'more'. 	<ul style="list-style-type: none"> • Count objects, actions and sounds to 5. • To subitise numbers to 3. • Link the number symbol (numeral) with its cardinal number value to 5. • Count beyond 10 during number songs. • Compare amounts using the language more than and less than to 5. • Explore the composition of numbers up to 3.

	skipping numbers - '1-2-3-5.'		
Numerical Patterns	<ul style="list-style-type: none"> • Climb and squeeze themselves into different types of spaces. • Build with a range of resources. • Complete inset puzzles. • Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. • Notice patterns and arrange things in patterns. E.g. colours. 	<ul style="list-style-type: none"> • Makes arrangements with 2d shapes. • Understand position through words alone - for example, • "The bag is under the table," -with no pointing. • Talk about patterns around them. 	<ul style="list-style-type: none"> • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Continue, copy and create repeating patterns. (AB) • Compare length and height.
Past and Present	<ul style="list-style-type: none"> • To talk about Poppies. 	<ul style="list-style-type: none"> • Talk about things I have done with my family. • To talk about Remembrance Day and Poppies. 	<ul style="list-style-type: none"> • To understand why we have Remembrance Day and why we wear poppies. • Comment on images of familiar situations in the past. • Compare and contrast figures from the past. (Nativity story).
People, Culture and Communities	<ul style="list-style-type: none"> • Talk about my family. • Talk about differences between me and my friends. 	<ul style="list-style-type: none"> • To take part in our Harvest Festival and understand why we are celebrating this. 	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them.

	<ul style="list-style-type: none"> • To take part in our Harvest Festival. • To take part in Diwali celebrations. • To take part in Christmas celebrations. 	<ul style="list-style-type: none"> • To take part in Diwali celebrations and talk about the events of the story. • To take part in Christmas celebrations and talk about the nativity story. 	<ul style="list-style-type: none"> • To describe different homes. • Understand that some places are special to members of their community. • To understand why we take part in a Harvest Festival. • To understand where food comes from and charity within our community. • To talk about the Gunpowder Plot and firework safety. • To retell the Christmas story.
The Natural World	<ul style="list-style-type: none"> • Explore natural materials indoors and outdoors. • Explore materials with different textures. • Investigate autumn weather. • To explore seasonal food (harvest). 	<ul style="list-style-type: none"> • To use touch and sight to explore the outdoors. • Compare natural materials (e.g. soft and hard). • Talk about what they can see outdoors. • Begin to show respect and care in the world around us. 	<ul style="list-style-type: none"> • Explore the natural world around them. • Explore Autumn and Winter changes. • Compare seasonal changes.
Creating with Materials	<ul style="list-style-type: none"> • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they 	<ul style="list-style-type: none"> • Explore different materials freely. • Use circles and lines when drawing. • Explore colour and colour-mixing (primary colours). 	<ul style="list-style-type: none"> • Create own colours using colour mixing techniques (primary and secondary colours). • Use correct colours for purpose.

	<p>can do with different materials.</p> <ul style="list-style-type: none"> • Make simple models which express their ideas. 	<ul style="list-style-type: none"> • Explores different sounds instruments make. 	<ul style="list-style-type: none"> • Begin to create collaboratively, sharing ideas, resources and skills.
<p>Being Imaginative and Expressive</p>	<ul style="list-style-type: none"> • Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs. • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of sound-makers and instruments and play them in different ways. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and 	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Listen with increased attention to sounds. • Join in with songs and begin to remember some words. 	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own. • Develop storylines in their pretend play. • Explore and engage in music making and dance.

	<p>sometimes give a meaning to the marks they make.</p> <ul style="list-style-type: none">• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.• Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.		
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Spring Term

Let's Imagine!

Nursery

- Nursery Rhymes
Humpty Dumpty
Twinkle Twinkle Little Star
Wheels on the Bus
- Pirates
- The circus
- Under the sea (mermaids)
- Dinosaurs
- Spring changes

Reception

- Fairy Tales
Goldilocks and the three bears
Hansel and Gretel
Princess and the Pea
- Kings and Queens
- Mythical creatures (Wizards, witches, dragons and fairies)
- Magic
- Spring changes

Festivals/Celebrations

- Shrove Tuesday.
- Valentine's Day
- Mother's Day
- Easter - Why do we have Easter eggs?

- Chinese New Year
- Valentines Day's
- Mother's Day
- St George's Day
- Easter - Why do Christians put a cross in an Easter garden?

Spring Term - Let's Imagine!

Area of Learning:	0-3 Years	3-4 Years	Reception	ELG
<p>Listening, Attention and Understanding</p>	<ul style="list-style-type: none"> • Generally, focus on an activity of their own choice and find it difficult to be directed by an adult. • Listen to other people's talk with interest, but can easily be distracted by other things. • Listen to simple stories and understand what is happening, with the help of the pictures. 	<ul style="list-style-type: none"> • Know many rhymes. 	<ul style="list-style-type: none"> • 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. • Learn rhymes, poems and songs. • Engage in non-fiction books. 	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding.

				<ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking	<ul style="list-style-type: none"> • Can become frustrated when they can't make themselves understood. • Start to say how they are feeling, using words as well as actions. • Start to develop conversation, often jumping from topic to topic. • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. • Use the speech sounds p, b, m, w. 	<ul style="list-style-type: none"> • Be able to talk about familiar books. • Uses sentences of up to 6 words. • Have a conversation with adults or friends taking many turns. • Use talk to organise themselves. E.g. "you sit there" 	<ul style="list-style-type: none"> • Use new vocabulary in different contexts throughout the day. 	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and

	<p>Usually still struggling to pronounce:</p> <ul style="list-style-type: none">• l/r/w/y• f/th• s/sh/ch/dz/j• multi-syllabic words such as 'banana' and 'computer'.• Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.• Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.• Understand simple questions about 'who', 'what' and 'where' (but			<p>poems when appropriate.</p> <ul style="list-style-type: none">• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
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	generally not 'why').			
Self-Regulation	<ul style="list-style-type: none"> To seek comfort from key person. Beginning to wait for their turn. 	<ul style="list-style-type: none"> Begin to find compromises with peers. 	<ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Show resilience and perseverance in the face of challenge. 	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an

				ability to follow instructions involving several ideas or actions.
Managing Self	<ul style="list-style-type: none"> • Expresses preferences and makes decisions. • Leaves main carer happily. • Begin to talk about how they feel. • Confident to access the provision independently. 	<ul style="list-style-type: none"> • Become more outgoing with unfamiliar people within the setting. • Develop their sense of responsibility and membership of a community. E.g. can they go and get their own milk and tidy after snack? • 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. • Increasingly follow rules, understanding 	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Know and talk about: <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding

		why they are important.		the importance of healthy food choices.
Building Relationships	<ul style="list-style-type: none"> To be confident to express their wants and needs to key person. Begin to build relationships with other children. Ask questions about other people. Confident to play alongside peers. 	<ul style="list-style-type: none"> Play with one or more other children. Understand gradually how others might be feeling. 	<ul style="list-style-type: none"> Build constructive and respectful relationships. Play cooperatively with others taking account of their ideas. 	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
Gross Motor	<ul style="list-style-type: none"> Enjoy moving when outdoors and inside. Eat finger foods and develop likes and dislikes. Try a wide range of foods with different tastes and textures. Climb unaided and move through age appropriate apparatus. 	<ul style="list-style-type: none"> To be able to kick, throw and catch a large ball with two hands. 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.

	<ul style="list-style-type: none"> • Begin to kick, throw and catch a large ball. • Build with large construction e.g. stacking bricks. • Walk, run, jump and climb and start to use the stairs independently. • Sit on and use a push along wheeled toy. • To pedal a tricycle. • To sit comfortably on a chair. • To know when they need to use the toilet. • 		<p>and other physical disciplines including dance, gymnastics, sport.</p> <ul style="list-style-type: none"> • To be able to spin, rock, tilt, fall, slide and bounce. • Combine different movements with ease and fluency. • 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. 	<ul style="list-style-type: none"> • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
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<p>Fine Motor</p>	<ul style="list-style-type: none"> • To be able to tear paper. • To make marks. • To print on paper. • To develop grasp by exploring and holding a range of materials. • To begin to help with, carrying and pouring drinks. • To remove shoes and socks and put them back on. • To remove own coat and put it back on. • To develop good eating habits and behaviours. 	<ul style="list-style-type: none"> • Can hold one handed tools correctly. • Can begin to cut in a straight line e.g. 2 snips. • To use 2 fingers and thumb grasp. • To show a preference for a dominant hand. • 	<ul style="list-style-type: none"> • 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. • To form recognisable letters. 	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
<p>Comprehension</p>	<ul style="list-style-type: none"> • Enjoys, listens to and joins in with songs and rhymes. • To copy dough disco movements. • Sings songs and says rhymes independently; • Develop play around favourite stories using props. 	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

				<ul style="list-style-type: none"> • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.
Word Reading	<ul style="list-style-type: none"> • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoys sharing books with an adult. • Pays attention and responds to the pictures and words. • Has a favourite book. • Repeat words and phrases from familiar stories. 	<ul style="list-style-type: none"> • Begin to recognise some letters of their name. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple

	<ul style="list-style-type: none"> Ask questions about the book. Make comments and shares their own ideas. 			<p>sentences and books that are consistent with their phonic knowledge.</p>
Writing	<ul style="list-style-type: none"> Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. 	<ul style="list-style-type: none"> 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. Begin to write some of their name. 	<ul style="list-style-type: none"> Form lower-case and capital letters correctly. Use phonics to spell words. To attempt to write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 	<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.
Numbers	<ul style="list-style-type: none"> Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. 	<ul style="list-style-type: none"> Recognise numbers 1 2 and 3. Link numerals and amounts: for example, showing the right number of 	<ul style="list-style-type: none"> To subitise to 5. Understand the 'one more than/one less than' relationship between consecutive numbers. 	<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number.

	<ul style="list-style-type: none"> • Compare amounts, saying 'lots', 'more' or 'same'. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' 	<p>objects to match the numeral, up to 3.</p> <ul style="list-style-type: none"> • Compare quantities using language: 'more than', 'fewer than'. 	<ul style="list-style-type: none"> • Explore the composition of numbers to 5. • Automatically recall number bonds for numbers 0-5 and some to 10. • To explore double facts. 	<ul style="list-style-type: none"> • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts
Numerical Patterns	<ul style="list-style-type: none"> • Climb and squeeze themselves into different types of spaces. • Build with a range of resources. • Complete inset puzzles. • Compare sizes, weights etc. using gesture and language 	<ul style="list-style-type: none"> • Talk begin to notice 2d shapes in the environments. • To begin to name some 2d shapes. • Discuss routes and locations, using words like 'in front of' and 'behind' • Make comparisons between objects 	<ul style="list-style-type: none"> • Compose and decompose shapes so that children recognise a shape can have other shapes <i>within it</i>, just as numbers can. • Continue, copy and create repeating 	<ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts,

	<ul style="list-style-type: none"> - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. • Notice patterns and arrange things in patterns. E.g. colours. 	<p>relating to size, length.</p> <ul style="list-style-type: none"> • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • 	<p>patterns. (ABB, ABBC).</p> <ul style="list-style-type: none"> • Compare weight and capacity. 	<p>recognising when one quantity is greater than, less than or the same as the other quantity.</p> <ul style="list-style-type: none"> • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
<p>Past and Present</p>	<ul style="list-style-type: none"> • To talk about pancake day. 	<ul style="list-style-type: none"> • To talk about why we celebrate pancake day. • To talk about why we celebrate Valentine's Day. • To talk about prehistoric times and dinosaurs. • To understand dinosaurs lived in the past. 	<ul style="list-style-type: none"> • To learn about St Valentine. • Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing

				<p>on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling.
<p>People, Culture and Communities</p>	<ul style="list-style-type: none"> • Make connections between their families and others. 	<ul style="list-style-type: none"> • To understand why we have Easter eggs. • To celebrate Mother's Day. 	<ul style="list-style-type: none"> • To understand and celebrate Chinese New Year. • To understand why Christians put an Easter cross in an Easter Garden. • To celebrate and talk about Mother's Day. • Recognise that people have different beliefs and celebrate special times in different ways. other countries 	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and

			<ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different from the one in which they live. 	<p>cultural communities in this country, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps
The Natural World	<ul style="list-style-type: none"> • Explore natural materials indoors and outdoors. • Explore materials with different textures. 	<ul style="list-style-type: none"> • To comment on seasonal weather. • To comment on Spring changes. • Use all their senses in hands-on 	<ul style="list-style-type: none"> • To understand life cycles. • To discuss seasonal changes and compare to other seasons. 	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of

		<p>exploration of natural materials.</p> <ul style="list-style-type: none"> • Talk about the differences between materials and changes they notice. • Begin to understand that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Draw information from a simple map. 	<p>animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
<p>Creating with Materials</p>	<ul style="list-style-type: none"> • Explore different materials, using all their senses to 	<ul style="list-style-type: none"> • Explore different materials freely, to develop their 	<ul style="list-style-type: none"> • Explore, use and refine a 	<ul style="list-style-type: none"> • Safely use and explore a variety of

	<p>investigate them. Manipulate and play with different materials.</p> <ul style="list-style-type: none"> • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. 	<p>ideas about how to use them and what to make.</p> <ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • To begin to draw a recognisable face. • Respond to what they have heard, expressing their thoughts and feelings. 	<p>variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	<p>materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.
<p>Being Imaginative and Expressive</p>	<ul style="list-style-type: none"> • Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs. 	<ul style="list-style-type: none"> • Begin to learn songs. • To recite some nursery rhymes. • Play instruments with increasing control to express their feelings and ideas. • To take on the role of a character during pretend play. E.g. pirate. • 	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their 	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs,

	<ul style="list-style-type: none">• Explore their voices and enjoy making sounds.• Join in with songs and rhymes, making some sounds.• Make rhythmical and repetitive sounds.• Explore a range of sound-makers and instruments and play them in different ways.• Start to make marks intentionally.• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.		<p>feelings and responses.</p> <ul style="list-style-type: none">• Sing in a group or on their own, increasingly matching the pitch and following the melody.• Sing in a group.	<p>rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
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Summer Term

The Great Outdoors

Nursery

- People who help us in our community (Police, Firefighters, NHS, Vets, Dentist)
- Growing (Looking at changes)
- Superheroes
- The woods
- Space
- The weather

Reception

- The farm
- Minibeasts
- The jungle
- Growing (Jack and the beanstalk / parts of a plant).
- Polar regions
- Transport and travel
- Summer changes

Festivals/Celebrations

- Father's Day
- Queen's Jubilee

- Father's Day
- Queen's Jubilee

Summer Term- The Great Outdoors!

Area of Learning:	0-3 Years	3-4 Years	Reception	ELG
Listening, Attention and Understanding	<ul style="list-style-type: none"> • Generally, focus on an activity of their own choice and find it difficult to be directed by an adult. • Listen to other people's talk with interest, but can easily be distracted by other things. • Listen to simple stories and understand what is happening, with the help of the pictures. 	<ul style="list-style-type: none"> • Focusses on an activity for short period of time. Giving it their full attention. • Maintain focus on the carpet during carpet time. • Can listen to longer stories and can remember much of what happens. • Can pay attention to more than thing at a time. 	<ul style="list-style-type: none"> • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Listen to and talk about stories to build familiarity and understanding. 	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation

				<p>when engaged in back-and-forth exchanges with their teacher and peers.</p>
<p>Speaking</p>	<ul style="list-style-type: none"> • Can become frustrated when they can't make themselves understood. • Start to say how they are feeling, using words as well as actions. • Start to develop conversation, often jumping from topic to topic. • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. • Use the speech sounds p, b, m, w. <p>Usually still struggling to pronounce:</p>	<ul style="list-style-type: none"> • Be able to retell a long story. • 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 • To use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". • To use future and past tense. • Uses a wide range of vocabulary. • Can sing a large range of songs. • Can talk about familiar books with confidence and giving details. 	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop and uses a range of social phrases. • Listen carefully to rhymes and songs, paying attention to how they sound. 	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and

	<ul style="list-style-type: none"> • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as 'banana' and 'computer'. • Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). 	<ul style="list-style-type: none"> • 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 • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. • Confident with using longer sentences of 4 to 6 words. 		<p>feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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<p>Self-Regulation</p>	<ul style="list-style-type: none"> • To seek comfort from key person. • Beginning to wait for their turn. 	<ul style="list-style-type: none"> • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Develop appropriate ways of being assertive. • Can usually manage to share or take turns with others, with guidance and understands 'yours' and 'mine'. • Can settle to some activities for a while. 	<ul style="list-style-type: none"> • Think about the perspective of others. 	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions
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				involving several ideas or actions.
Managing Self	<ul style="list-style-type: none"> • Expresses preferences and makes decisions. • Leaves main carer happily. • Begin to talk about how they feel. • Confident to access the provision independently. 	<ul style="list-style-type: none"> • Show more confidence in new social situations. • Remember rules without needing an adult to remind them. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Is increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly. • Makes healthy choices about food, drink and activity. • Toileting: Is dry during the day. 	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Know and talk about: <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of

				healthy food choices.
Building Relationships	<ul style="list-style-type: none"> To be confident to express their wants and needs to key person. Begin to build relationships with other children. Ask questions about other people. Confident to play alongside peers. 	<ul style="list-style-type: none"> Extending and elaborating play ideas. Talk with others to solve conflicts. Happily, plays alongside others. Takes part in pretend play (for example, being 'mummy' or 'daddy?') Takes part in other pretend play with different roles - being the Gruffalo, for example? Can generally negotiate solutions to conflicts in their play? 	<ul style="list-style-type: none"> Build constructive and respectful relationships. Play cooperatively with others taking account of their ideas. 	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
Gross Motor	<ul style="list-style-type: none"> Enjoy moving when outdoors and inside. Eat finger foods and develop likes and dislikes. Try a wide range of foods with different tastes and textures. Climb unaided and move through age 	<ul style="list-style-type: none"> Skip, hop, stand on one leg and hold a pose for a game like musical statues. Start taking part in some group activities which they make up for themselves, or in teams. 	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Can be still and quiet. 	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and

	<p>appropriate apparatus.</p> <ul style="list-style-type: none"> • Begin to kick, throw and catch a large ball. • Build with large construction e.g. stacking bricks. • Walk, run, jump and climb and start to use the stairs independently. • Sit on and use a push along wheeled toy. • To pedal a tricycle. • To sit comfortably on a chair. • To know when they need to use the toilet. 	<ul style="list-style-type: none"> • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • 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. • Use large-muscle movements to wave flags and streamers, paint and make marks. • 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. • Collaborate with others to manage large items, such as moving a 	<ul style="list-style-type: none"> • To perform balance and stillness movements. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Can eat in a group with good manners and is considerate to others. • Can develop turn-taking and self-control when lining up and waiting. 	<p>coordination when playing.</p> <ul style="list-style-type: none"> • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

		long plank safely, carrying large hollow blocks.		
Fine Motor	<ul style="list-style-type: none"> To be able to tear paper. To make marks. To print on paper. To develop grasp by exploring and holding a range of materials. To begin to help with, carrying and pouring drinks. To remove shoes and socks and put them back on. To remove own coat and put it back on. <p>To develop good eating habits and behaviours.</p>	<ul style="list-style-type: none"> Can cut along a line using a pair of scissors correctly and unaided. Consistently uses 2 fingers and thumb grasp. Be increasingly independent as they get dressed and undressed, for example, getting unchanged and changed for PE. 	<ul style="list-style-type: none"> Develop the foundations of a handwriting style which is fast, accurate and efficient. Can form letters correctly. Is beginning to develop stamina for writing. 	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
Comprehension	<ul style="list-style-type: none"> Enjoys, listens to and joins in with songs and rhymes. To copy dough disco movements. Sings songs and says rhymes independently; 	<ul style="list-style-type: none"> Understands that: <ul style="list-style-type: none"> ➤ Print can have different purposes ➤ We read English text from left to right and from top to bottom 	<ul style="list-style-type: none"> Can identify the main characters and talk about the events in a story. Is beginning to show an understanding of fiction/non-fiction. 	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their

	<ul style="list-style-type: none"> • Develop play around favourite stories using props. 	<ul style="list-style-type: none"> ➤ The names of the different parts of a book ➤ Page sequencing • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> ➤ spot and suggest rhymes ➤ count or clap syllables in a word ➤ recognise words with the same initial sound, such as money and mother 		<p>own words and recently introduced vocabulary.</p> <ul style="list-style-type: none"> • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.
Word Reading	<ul style="list-style-type: none"> • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoys sharing books with an adult. 	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word 	<ul style="list-style-type: none"> • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with

	<ul style="list-style-type: none"> • Pays attention and responds to the pictures and words. • Has a favourite book. • Repeat words and phrases from familiar stories. • Ask questions about the book. Make comments and shares their own ideas. 	<ul style="list-style-type: none"> • recognise words with the same initial sound, such as money and mother. • To begin to recognise some Set 1 sounds. • To begin to oral blend some Nursery green words. 		<p>their phonic knowledge by sound-blending.</p> <ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge.
Writing	<ul style="list-style-type: none"> • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name. 	<ul style="list-style-type: none"> • Can write all of their first name. • Write some letters accurately. 	<ul style="list-style-type: none"> • Writes a range of words using own phonics knowledge. • Can write a simple sentence with a capital letter, finger space and full stop. 	<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.

<p>Numbers</p>	<ul style="list-style-type: none"> • Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. • Compare amounts, saying 'lots', 'more' or 'same'. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' 	<ul style="list-style-type: none"> • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Recognises numerals 1-10. • Recites numbers 0-10. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. 	<ul style="list-style-type: none"> • Count objects, actions and sounds to 10. • Link the number symbol (numeral) with its cardinal number value to 10. • Say how many there might be before you count to give a purpose to counting: "I think there are about 8. Shall we count to see?" • Count out a smaller number from a larger group: "Give me seven..." Knowing when to stop shows that children understand the cardinal principle. • Subitise numbers within 8. • Count verbally beyond 20. 	<ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts
<p>Numerical Patterns</p>	<ul style="list-style-type: none"> • Climb and squeeze themselves into 	<ul style="list-style-type: none"> • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles 	<ul style="list-style-type: none"> • To copy increasingly complex 2D pictures 	<ul style="list-style-type: none"> • Verbally count beyond 20, recognising

	<p>different types of spaces.</p> <ul style="list-style-type: none"> • Build with a range of resources. • Complete inset puzzles. • Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. • Notice patterns and arrange things in patterns. E.g. colours. 	<p>and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <ul style="list-style-type: none"> • 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 identify 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, 	<p>and patterns with 3D resources.</p> <ul style="list-style-type: none"> • Find 2D shapes within 3D shapes, including through printing or shadow play. • Investigate how shapes can be combined to make new shapes: for example, two triangles can be put together to make a square; to wonder aloud how many ways there are to make a hexagon with pattern blocks. • To predict what shapes, they will make when paper is folded. • To make and test predictions when comparing length, weight and capacity. E.G: "What if we pour the jugful into the teapot? Which holds more?" 	<p>the pattern of the counting system.</p> <ul style="list-style-type: none"> • 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.
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		using words such as 'first', 'then...'		
Past and Present	<ul style="list-style-type: none"> To talk about significant events in my past: E.G. my birthday/what I did at the weekend/who brought me to school today/what I have enjoyed doing in school today/what I have had for lunch etc. To talk about the Queen of England. 	<ul style="list-style-type: none"> To talk about days out/holidays/events I have done with my family. To talk about a time when I might have visited the doctors/dentist/hospital/vets. To talk about the weather yesterday/today. To talk about photos of events from the past/memories. To retell what my parents have told me about my life-story and family. To begin to make sense of my own life-story and family history. To talk about my grandad/dad/step dad/brother/uncle. To talk about the Queen and relay facts learnt such as how old she was when she became Queen, where she lives and how long she has been Queen for. 	<ul style="list-style-type: none"> To look at and compare transport from the past and in the present. To look at and compare farms in the past and in the present (machinery, life, jobs) 	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Talk about my family.
- Talk about differences between me and my friends.
- To notice differences between people E.G. disabilities, race, religion, culture, gender.
- To take part in the Queen's Jubilee celebrations.
- To take part in end of year celebrations.
- To talk about Father's Day.
- To talk about superheroes.
- To name some superheroes.

- To show interest in different occupations - police, firefighters, doctors, nurses, dentist, vets etc.
- Continue developing positive attitudes about the differences between people.
- To understand that Christians read stories from the Bible and to become familiar with some Bible stories.
- To know that Christians believe in God.
- To talk about why superheroes are super and what makes them a hero.
- To describe superhero powers.

- To understand and celebrate Father's Day
- To understand and celebrate the Queen's Jubilee.
- To take part in and show an understanding of this term's RE week concept.
- To talk about polar regions and make comparisons between polar regions and our local area.
- To identify different types of transport and ways to travel and discuss the job role of these people.
- Understand that some places are special to members of their community.

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life

				<p>in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</p>
<p>The Natural World</p>	<ul style="list-style-type: none"> • Explore natural materials indoors and outdoors. • Explore materials with different textures. • Investigate summer weather. • To talk about plants and animals. 	<ul style="list-style-type: none"> • To talk about summer weather. • To sort, investigate and compare natural materials. • To talk about natural materials using a wide range of vocabulary. • To explore materials with similar and different properties. • To explore how things work. • To plant seeds and care for growing plants. • To understand the key features of the life cycle of a plant and an animal (frog life cycle) • Begin to understand the need to respect and care for the 	<ul style="list-style-type: none"> • To recognise, name and talk about farm animals. • To talk about Summer changes. • To name and label parts of a plant. • To grow a bean plant and to observe and discuss changes. • To observe and discuss the life cycle of a chick and a butterfly. • To recognise, name and talk about jungle animals. • To make comparisons between a jungle and 	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on

		<p>natural environment and all living things.</p> <ul style="list-style-type: none"> • Explore and talk about different forces they can feel. 	<p>our local area (Cannock Chase)</p> <ul style="list-style-type: none"> • To recognise, name and discuss a variety of minibeasts. • To draw a pictures of plants and animals (observational drawings) 	<p>their experiences and what has been read in class.</p> <ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
<p>Creating with Materials</p>	<ul style="list-style-type: none"> • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. 	<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, 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the

		<p>like happiness, sadness, fear, etc.</p>		<p>process they have used.</p> <ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories.
<p>Being Imaginative and Expressive</p>	<ul style="list-style-type: none"> • Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs. • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of sound-makers and instruments and play 	<ul style="list-style-type: none"> • 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. • 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 	<ul style="list-style-type: none"> • Act out familiar stories in role play/small world. • Enjoys singing and can confidently sing on their own or in a group. • Joins in with school hymn practice and singing concerts/assemblies. • Makes up their own stories verbally and in role play/small world. 	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

	<p>them in different ways.</p> <ul style="list-style-type: none">• Start to make marks intentionally.• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.• Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.	<ul style="list-style-type: none">• Create their own songs or improvise a song around one they know.• Play instruments with increasing control to express their feelings and ideas.		
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