

Tillington Manor Primary Sequential Curriculum Overview

"Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests."

"We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Tillington Manor, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year."

Throughout this document, links to the National curriculum subjects are represented in the following colours: **Science**, **RE**, **Geography**, **History**, **PSHE**, **Art & Music**, **Computing**

| | Autumn | Spring | Summer | | | |
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| Nursery | This is me | People who help us | Transport and Travel | Animals and their babies | Growing and changing | My local area |
| | Foxes Socks Each Peach pear plum | Dear Zoo Dear Santa Innovated Dear Santa Christmas performance? List writing | The train ride Where's Spot Brown bear, brown bear, what do you see? | Owl babies The very hungry caterpillar | Jasper's beanstalk Instructions The enormous turnip | We're going on a bear hunt Rosie's walk |
| Poetry | Bathtime | Lets put on our mittens | Pancakes | Monkey babies | Caterpillar | Chop chop |
| Reception | All about me! | People who help us | Transport: Past and present | Plants and animals | My local area | Our world |
| | The gingerbread Goldilocks and the three bears List of instructions | Farmer duck | Whatever Next Instruction writing od making alternative vehicles | Three Billy Goats gruff Wanted poster of a troll Instructions - How to plant a seed | Little Red Riding Hood On the way home A recount of the visit of the local area | How to catch a star Handa's surprise Transitional opportunities |
| Poetry basket poems | A basket of apples Falling leaves | Something is coming Carrot nose | Triceratops Stepping stones | Flowers Two little dicky birds | Here is a church A little house | Spring wind Splash said a raindrop |

Prime Areas

Communication & Language Educational Programme

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

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| <p>Nursery Children will know:</p> | <ul style="list-style-type: none"> - to respond to their name. - how to join in with familiar rhymes simple repeated refrains. Story time - what is required of them to communicate with others. | <ul style="list-style-type: none"> - to respond to a 1 step instructions. - with support, what they need to do to be effective listeners. - with support, what is expected of them in adult focus sessions. - how to use vocabulary which is new to them. Story time | <ul style="list-style-type: none"> - to respond to a 2-step instruction. - how to answer 'what' questions. - the key elements of being effective listeners and demonstrate these. - the importance of maintaining focus for longer periods of time. | <ul style="list-style-type: none"> - to speak in simple sentences. - how to refer to themselves as the first person. - how to begin successful back and forth interactions with others. - how to respond to a simple question such as 'what do you think' | <ul style="list-style-type: none"> - to use sentences of at; least 4, 5 or 6 words. - how to use joining words in spoken sentences. - how to speak in future and past tense. - how to answer simple why questions. | <ul style="list-style-type: none"> - a wide range of rhymes, some of which can be recited. - how to talk about books/ stories they are familiar with. - how to retell a short familiar story with confidence. T4W - how to start and continue a conversation with an adult |
| <p>Reception Children will know:</p> | <ul style="list-style-type: none"> - what is required of them to engage in story times. - how to retell familiar stories, sometimes using exact repetition of phrases. T4W - how to use a wide range of vocabulary in relevant contexts. | <ul style="list-style-type: none"> - how to use social phrases appropriately. - how to talk about a range of texts including Fiction and Non-fiction books. Story Time - how to appropriately share their own ideas and thoughts with others. - how to use their imagination to invent their own stories based on a story they know. T4W - how to compare different events and celebrations and talk about the similarities and differences. | <ul style="list-style-type: none"> - how to engage in story times for an extended period of time. - how to talk about and describe familiar texts in detail. - how to compare different events and celebrations and talk about the similarities and differences. | <ul style="list-style-type: none"> - how to discuss and make comments on their own observations. - how to ask relevant questions. - how to elaborate on their own ideas, thoughts and opinions. | <ul style="list-style-type: none"> - how to initiate a conversation with others and continue it for many turns. - how to express their own point of view using talk. - engage in non-fiction books. - listen to and talk about stories to build familiarity and understanding. | <ul style="list-style-type: none"> how to use talk to organise their own play. - listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. - retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. T4W - confidently use new vocabulary in different contexts. |

Early Learning Goals

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development Programme of Education

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.

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| <p>Nursery Children will know:</p> | <p>With support, how to wash and dry their hands and how to use the toilets. - how to be in the company of other children. - how to settle to some activities for a short period of time. - class expectations and with support, understand why they are important. E.g. Class agreement Identify their own needs - Needing the toilet, when hurt. Communicating basic needs.</p> | <p>- With support, take turns with others. - About different feelings - happy, sad, angry and worried - With support, understand the words 'yours' and 'mine'. Why it is important to brush teeth, and wash and dry hands. Oral hygiene</p> | <p>-The importance of maintaining focus for longer periods of time. how to talk about their feelings. -how to play alongside other children. -how to pretend play.</p> | <p>- with support, remember class expectations and follow them - with support, find solutions to conflicts and rivalries. - How to be independent in meeting their own care needs - using toilet, brushing teeth, washing and drying hands</p> | <p>-how to play with other children and extend play ideas. -how to take part in pretend play (being a mummy or a daddy). -how other children may be feeling.</p> | <p>-how to talk to others and find solutions to solve conflicts. -remember class expectations, know why they are important and follow them. Transition to Reception</p> |
| <p>Reception Children will know:</p> | <p>Know they have a right to learn and play, safely and happily Know that some people are different from themselves Know that hands can be used kindly and unkindly Know special things about themselves Know how happiness and sadness can be expressed Know that being kind is good Identify feelings associated with belonging Skills to play co-operatively with others Be able to consider others' feelings Identify feelings of happiness and sadness Be responsible in the setting How to dress and undress</p> | <p>Know what being unique means Know the names of some emotions such as happy, sad, frightened, angry Know why having friends is important Know some qualities of a positive friendship Know that they don't have to be 'the same as' to be a friend Know what being proud means and that people can be proud of different things Know that people can be good at different things Know that families can be different Know that people have different homes and why they are important to them Know different ways of making friends Know different ways to stand up for myself</p> | <p>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 which words are kind Know some jobs that they might like to do when they are older Know that they must work hard now in order to be able to achieve the job they want when they are older Know when they have achieved a goal Understand that challenges can be difficult Resilience Recognise some of the feelings linked to perseverance Recognise how kind words can encourage people Talk about a time that they kept on trying and achieved a goal Be ambitious Feel proud</p> | <p>Know what the word 'healthy' means Know some things that they need to do to keep healthy Know the names for some parts of their body Know when and how to wash their hands properly Know how to say no to strangers Know that they need to exercise to keep healthy Know how to help themselves go to sleep and that sleep is good for them Know what to do if they get lost Can explain what they need to do to stay healthy Recognise how exercise makes them feel Can give examples of healthy food Can explain what to do if a stranger approaches them</p> | <p>Know what a family is Know that different people in a family have different responsibilities (jobs) Know some of the characteristics of healthy and safe friendships Know that friends sometimes fall out Know some ways to mend a friendship Know that unkind words can never be taken back and they can hurt Know how to use Jigsaw's Calm Me to help when feeling angry Know some reasons why others get angry Can identify what jobs they do in their family and those carried out by parents/carers and siblings Can suggest ways to make a friend or help someone who is lonely Can use different ways to mend a friendship Can recognise what being angry feels like</p> | <p>Know the names and functions of some parts of the body - Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Know that we grow from baby to adult Know who to talk to if they are feeling worried Know that sharing how they feel can help solve a worry Know that remembering happy times can help us move on Recognise that changing class can elicit happy and/or sad emotions Can say how they feel about changing class/ growing up Can identify how they have changed from a baby Can say what might change for them they get older Can identify positive memories from the past year in school/home</p> |

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| | | <p>Recognise emotions when they or someone else is upset, frightened or angry</p> <p>Identify and use skills to make a friend</p> <p>Identify some ways they can be different and the same as others</p> <p>Identify and use skills to stand up for themselves</p> <p>Identify feelings associated with being proud</p> <p>Identify things they are good at</p> <p>Be able to vocalise success for themselves and about others successes</p> <p>Recognise similarities and differences between their family and other families</p> | Celebrate success | <p>Can explain how they might feel if they don't get enough sleep</p> <p>Recognise how different foods can make them feel</p> | <p>Can use Calm Me when angry or upset</p> | |
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Early Learning Goals

- 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
- 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.
- 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 focussed 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.

Physical Development Programme of Education

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. By implementing Kinetic letters programme alongside 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.

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| <p>Nursery Children will know:</p> | <p>GM Understanding the importance of becoming independent - dressing and undressing with support Introduction of Kinetic Letters animal poses/positions. FM how to mark make with a variety of media. - how to take part in activities as a group with support.</p> | <p>GM with support, which resources are used for different activities -With support, how to move in diverse ways - run, walk, tiptoe, crawl FM -how to make snips in paper with scissors with support</p> | <p>GM -How to use move in diverse ways independently Becoming increasingly more confident in riding tricycles, scooters and balance bikes. Continue with animal poses. Introduce physical movement - Up, down, push, pull, slide - no ground line. Hold wand down to the ground FM with support do up a zip. How to control a pen or pencil by drawing circles, line and pen-pal patterns. Kinetic Letters -With support, how to hold scissors correctly. Continue with animal poses. Physical movement - Up, down, push, pull, slide - no ground line. Hold wand down to the ground</p> | <p>GM Move confidently at different levels Jump off an object and land appropriately. Link movements together Create shapes with my body FM Increased ability to manipulate small objects - threading, snipping, pinching, twisting.</p> | <p>GM Use my body to create shapes Look at pictures and create shapes. Work with a partner FM Have increasing control of a pencil using the correct pencil grip. Make marks with control Introducing pencil grip when developmentally ready Learning songs in preparation for reception. Introduce sand trays - formation</p> | <p>GM -How to use and remember sequences and patterns of movement -How to make up a group activity. FM - How to hold a pencil in a tripod grip and in their correct hand. Kinetic Letters -How to write some letters and draw simple pictures. RWI/ Kinetic Letters -How to hold scissors correctly and use them independently.</p> |
| <p>Reception Children will know:</p> | <p>GM How to translate ideas into simple theme related shapes, movements, actions. That we need to look forwards to safely move around in space That we need to control our speed to ensure safety. How to turn what I see into ways of moving How to move and stop safely in a space. How to move in different ways and travel in different directions. FM Perform the 3 friend hold pincer grip</p> | <p>GM How to move in different ways - rocking, rolling, leaping. Travel in different directions FM -to hold scissors correctly and cut along a line/zig zag -how to use tri-pod grip during mark making -how to form some letters correctly</p> | <p>GM Show increasing control over an object -Twist and turn, Reach and bend Move a ball with control and in different directions. Apply the right amount of force to a ball Roll a ball Stop a ball when it is rolled to me FM how to use a knife and fork to aid them when eating.</p> | <p>GM Get into a good ready position to receive bounce passes consistently well Pass the ball from my chest using a bounce pass Change direction confidently and competently Bounce a ball and track it with my eyes Keep my head up and travel whilst bouncing a ball FM to hold scissors correctly and cut along a line with increasing control</p> | <p>GM Use both hands whilst fielding Get into line with the ball and field it Stop a ball with 2 hands, creating a barrier behind it with my feet or body Bowl a ball overarm at a target Pick up a ball with one hand and throw it underarm FM to continue to use a pincer grip/tripod grip effectively writing recognisable letters, forming them accurately. (Kinetic Letters)</p> | <p>GM Work as part of a team. How to share equipment effectively. Slide to the left and right to dodge -how to participate in sporting events -how to participate in different athletic races and events. Sports day -how to show good agility, balance, and co-ordination. -how to combine different movements with ease and fluency. -how to use relevant vocabulary when -observing changes in self and others when exercising.</p> |

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| <p>how to use a pincer grip/tripod grip effectively in preparation for writing fluency. (Kinetic Letters)</p> <ul style="list-style-type: none"> - to use tools safely and effectively with support. | | | | | |
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Early Learning Goals

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.
- Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Literacy Programme of Education

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)

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| <p>Nursery Children will know:</p> | <p>Children will know:</p> <ul style="list-style-type: none"> - there are a variety of different ways to mark make and how to make them. - how to join in with familiar rhymes simple repeated refrains. - instruments and voices can make loud and quiet sounds | <p>Children will know:</p> <ul style="list-style-type: none"> - how to handle a book correctly and turn the pages - how to draw circles and lines - some stories or rhymes will have new words in them T4W - different objects or animals will make different sounds - how to differentiate between sounds made from objects or animals. <p>With support, know how to make up their own simple story by changing a character or setting T4W</p> | <p>Children will know:</p> <ul style="list-style-type: none"> -That mark making has a meaning -That text is read from left to right and from top to bottom -How to change characters in traditional stories T4W <p>Begin to introduce RWI picture cards.</p> | <p>Children will know:</p> <ul style="list-style-type: none"> -Initial sound of their name -With support, how to use new vocabulary during the school day <p>Retell and perform a familiar story with confidence T4W</p> | <p>Children will know:</p> <ul style="list-style-type: none"> -How to use some of their print and letter knowledge in their early writing. -Words with the same initial sound -The names of different parts of a book -How to make up their own simple story by changing a character or setting T4W -How to use new vocabulary in different situations. | <p>Children will know:</p> <ul style="list-style-type: none"> -how to write some or all of their name. -how to form some letters accurately. -all set 1 sounds of the RWI programme. RWI -how to Fred talk simple 1 syllable words RWI |
| <p>Reception</p> | <p>Children will know:</p> <ul style="list-style-type: none"> - how to hold a book, the correct way up and turn pages from right to left following text where applicable. - how to talk about and retell stories they know, and which are their favourites stories/books and why. - how to read individual letters by saying the sounds for them. | <p>Children will know:</p> <ul style="list-style-type: none"> -how to talk about a book they have chosen to read & explain why they have chosen it. -how to blend sounds to read some simple words. -how to segment sounds to be able to write some simple words. | <p>Children will know:</p> <ul style="list-style-type: none"> - how to Read some letter groups that each represent one sound and say sounds for them. - how to read some RWI 'red words' - how stories are structured. - how to segment and blend to read and write simple words and captions. | <p>Children will know:</p> <ul style="list-style-type: none"> - how to read simple phrases and sentences made up of words with known letter-sound correspondences and 'red words' consistently. - how to re-read books to build up their confidence in word | <p>Children will know:</p> <ul style="list-style-type: none"> - how to begin to use some punctuation - how to develop the use of adjectives. - how to sound out more complex words in independent reading - how to begin to write | <p>Children will know:</p> <ul style="list-style-type: none"> - how to write captions and sentences using some punctuation - how to develop Narrative writing skills - how to confidently use adjectives |

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| <ul style="list-style-type: none"> - how to form taught letters correctly. -how to write some or all of their name. -all set 1 sounds of the RWI programme. -how to Fred talk simple 1 syllable words. | <ul style="list-style-type: none"> -what a sentence is and their key features such as capital letters and full stops. - and be able to talk about the characters, settings, authors, illustrators in books. - some letter names, using these as appropriate. | <ul style="list-style-type: none"> - how to write for different purposes and to communicate meaning. | <ul style="list-style-type: none"> reading, their fluency and their understanding and enjoyment. - how to read some simple captions/sentences and understand what they have read - answering appropriate questions. - how to write to share ideas and thoughts. - how to write simple captions and/or entences. | <ul style="list-style-type: none"> captions and simple sentences with growing accuracy and independence | <ul style="list-style-type: none"> - how to re-read what they have written to check that it makes sense. |
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Early Learning Goals:

Comprehension. Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate - where appropriate - key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading - Children at the expected level of development will:

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

Writing Children - at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Mathematics Programme of Education

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

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| <p>Nursery Children will know</p> <p>Taught and delivered through Master the curriculum</p> | <p>Colours Match - buttons, colours, towers, number shapes, shape patterns, big and small. Sort - Colour, size, shape. Identifying the pattern and answering questions - what's the rule?</p> <p>Number 1 - Subitising, counting, the numeral Number 2 - Subitising, dice pattern, subitising random pattern, subitising -different sizes, counting, numeral Pattern - Extend AB colour patterns, extend AB outdoor patterns, AB movement patterns</p> | | <p>Number 3 - Subitising Number 3 - 1:1 counting, numerals, triangles Number 4 - 1:1 counting, numerals, squares/rectangles, composition Number 5 - 1:1 counting, numerals, pentagon, composition Number 6 - introduce 10 frame, Height and Length - Tall and short, Long and short, tall/long and short Mass - Related to books, 3 little pigs, goldilocks Capacity</p> | | <p>More than/Fewer than One more/one less Shape - 2D and revisit patterns from Autumn Revision of number composition 1-5 Night and day Order events in their day at nursery What happens - day/night Positional language</p> | |
| <p>Reception Children will know</p> <p>Taught and delivered through</p> | <p>Sets of objects by subitising. Subgroups within larger arrangements. The purpose of counting objects and sounds Hear and join in with the counting sequence to 5, including using songs and rhymes. Numbers can be composed of 1s and, from this, begin to</p> | <p>The composition of numbers by investigating the composition of 3, 4 and 5. To use their perceptual subitising skills in increasingly complex arrangements. The concept of 'altogether'. To deepen their understanding of a 'whole' being made up of smaller parts through practical experience.</p> | <p>The 5 'and a bit' structure 1 more and 1 less of numbers within 10 To subitise and sort arrangements How to order quantities to 10 How to investigate, compose and decompose numbers within 10. Equal and unequal parts Doubles - understand the total of two equal parts.</p> | <p>To count objects/sounds that cannot be seen. How to use their subitising skills in increasing complex arrangements. Revisiting the composition of 5 The various missing parts of 5 How to represent numbers to 10 - using the 5 and a bit structure. How to reason and explain numbers more or less.</p> | <p>How to use a rekenrek correctly using one finger to push a number of beads. How to add one more on a rekenrek. How to identify one fewer on a rekenrek How to count beyond 20, recognising the pattern. How to use the vocabulary 'more than' or 'less than' to</p> | <p>How to recognise a pattern within umbers to 10. The meaning of equivalence. How to sort and distribute objects into equal and unequal groups. How to make a describe double patterns, using a rekenrek. Use 10 frames to explore 5 and a bit patterns.</p> |

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| the NCETM scheme | investigate the composition of 3 and 4. How to find out 'how many' objects there are altogether. The concept of 'wholes' and 'parts'. By investigating their own bodies and familiar toys. | To develop their understanding of composition by finding pairs of numbers to make a total. Identifying equal and unequal quantities. To understand the word pattern embedded within most of our number names, practising counting beyond 20. | How to sort objects according to a variety of criteria - colour, size, function. | | compare a larger group of objects. | |
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Early Learning Goals

Children at the expected level of development will:

- 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.

- Children at the expected level of development will: -
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; -
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding The World Programme of Education

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.

Links to NC subjects - Science, RE, Geography, History, PSHE, Art, DT & Music, Computing

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| <p>Nursery Children will:</p> | <p>All about me Recognise themselves and be able to talk about their features (hair colour, eye colour) Identify differences between themselves and others. Where I live Where I was born Where my family live (close by or far away) Know who lives with them at home. Naming and describe important people to them, with support. When I was a baby - Developing sense of chronology; before I was born, before I came to nursery, when I go to school. Explore, with support, new environments and natural materials - Forest School sessions Special people - Christians believe in God and Jesus is God's son. Rules - Jews believing in Moses was given 10 rules from God.</p> | <p>People who help us Develop an understanding of people's jobs - police, doctor, dentist, firefighters. Dentists and oral health - Learn how to clean their teeth properly and how often teeth should be cleaned. This will be promoted and continued throughout the year in a variety of ways: Brushing model teeth Dentist role play Practising brushing dolls teeth Stories Discussions Visit form a dentist Explore and talk, with support about new environments. Forest School sessions With support, know how to celebrate different events - Christmas, Diwali Have an understanding of what Christmas is - The Christmas story.</p> | <p>Transport and travel Identify different types of transport on a road, in the air and on water. With support, talk about differences of vehicles from the past to nowadays, motor cars, steam trains, tall ships. Look at images of 'old fashioned' cars and aeroplanes and discuss how they look different today. Explorers can use ships to journey around the world. In the past, Ernest Shakleton travelled to Antarctica. (Show on map and globe). Identify Chinese New Year as celebratory event. Persian New Year (A Nowruz story) meaning a new day in the new year in Iran. Holi (A Hindu festival) - The celebration of Spring flowers.</p> | <p>On the farm Animals in England; farm animals, woodland animals. Name farm animals with support Know animal features and use the correct terminology Farming; what do farmers do? Know and imitate the sounds that farm animals make Name animals and their babies, with support - caw/calf, sheep/lamb. Easter - Christians believing that Jesus rose from the dead.</p> | <p>Growing and changing Our past; How have we changed since we were born? What could we do then and what can we do now? All animals have babies, some look like their parents, but some do not. To now the simple lifecycle of a butterfly To name a variety of minibeasts and their features. Know how to plant a seed. Scientifically observe the changes of the plant as it grows. Plant a seeds and observe the changes and how it grows - (grass, bean, tuff tray of grass). Dinosaurs lived on our planet but they are now extinct. Dinosaurs lived for a long time, some of them lived and died without ever meeting each other (Stegosaurus and T-Rex lived around 80 million years apart) Listening to and engaging in religious stories from the Sikh, Hindu, Christian and Islam faiths.</p> | <p>My local area Know how to talk about similarities and differences between where they live and somewhere else Show an interest in different occupations Know how different areas in school have similarities and differences - transition Visit the park, the library and the church. Places of worship. Children know a church is a place of worship for Christians, A mosque for Muslims and a Synagogue for Sikhs.</p> |
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| Cycle B | | | <p style="text-align: center;">Toys</p> <p>Explore how things work Explore and talk about different forces – push and pull. Toys from the past - Similarities and differences, hands on experience.</p> <p>Talk about the differences in materials and the changes they notice - How does the teddy feel? Can you describe how these toys feel? How does it move, what should I press on this toy to make it go forward?</p> <p>Making toys - how to join different materials and explore different textures.</p> | <p style="text-align: center;">My world</p> <p>We live on the Earth. Earth is in space. People want to explore space to find out more about it. Some people live in very cold places on earth. They use special things to help them survive, e.g. using animal hides and furs for clothing and footwear comparing to warmer countries.</p> <p>Ice investigation-(link to South Pole. Ice changes from a solid to a liquid when it melts. In some places around the world, not all children can go to school. Boats in water - explore floating and sinking. How many pennies can my boat hold?</p> | <p style="text-align: center;">Food and drink</p> <p>Understand where some foods come from – farmers, animals. To know how to be hygienic when handling food. Understand how to use tools and equipment safely. Follow instructions from a recipe. Devise, make and evaluate a range of foods – soup, tarts, cakes etc.</p> | <p style="text-align: center;">Under the sea</p> <p>To identify animals that live in the sea. Make comparisons between animals that live under the sea. Forces – Explore and talk about different forces they can feel. Investigation with paper clips and submarine to collect treasure. Explore waterproof and non-waterproof. Mermaid investigation.</p> |
| Reception children will | <p style="text-align: center;">All about me</p> <p>Know about their families and will be able to talk about members of their family and how they are related to them. Know how to talk about the key features of their immediate environment Know how to show respect and care for the natural environment. Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was</p> | <p style="text-align: center;">People who help us</p> <p>Develop an understanding of people's jobs and how they support us in our lives – farmers and the food supply including food shops, council and services, teachers. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming. Know that people around the world have different religions and Diwali is celebrated by certain faiths.</p> | <p style="text-align: center;">Transport: Past and Present</p> <p>Children identify different types of vehicle. Children explain how vehicles are different now to those in the past. Use connective vocabulary to talk about past and present Children sort vehicles into past and present giving reasons for their thinking.</p> <p>Transport in our local area and contrasted with transport for long journeys- children's experience of transport. Road Safety – how we travel safely. How people from different cultures travel; the tuk</p> | <p style="text-align: center;">Plants and animals</p> <p>Know how to explore the natural world around them, making observations and using a range of media children draw pictures of animals and plants. Know how animals need to be cared for and looked after. Know how to plant seeds and care for growing plants. Understand a bean seed needs water and sunlight to grow. Know the life cycle of a plant and an animal – caterpillars</p> | <p style="text-align: center;">My local area</p> <p>Know how to talk about the features of their own local environment and compare it to those they are familiar with from prior experiences. Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. Farming in our local area; what crops are grown where</p> | <p style="text-align: center;">Our world</p> <p>Know that there are many countries around the world Know how to compare different countries and make comparisons about and discuss similarities and differences about the landscape and the weather. Talk about holidays they have been on or days out they have had, showing understanding of the past.</p> |

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| | <p>born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception? Know the names of different parts of their bodies.</p> <p>Know what Harvest means, why crops are harvested and why this time of year is celebrated by Christians.</p> <p>RE theme – Identify special people – families, friends, role models, Jesus. Learn about rules – Moses and the ten commandments. -The history behind different events – Black History Month and Bonfire Night.</p> <p>Seasonal changes –Autumn</p> | <p>Understand why Jesus is a special person to Christians. Know the Christmas story and why it is important to Christians – Nativity performance – The roles of the wise men and the shepherds. Have an understanding of the Christian concept – incarnation. Know the Christmas story is in the past.</p> <p>Seasonal changes – Winter Changing state of matter; frost and ice- looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?</p> | <p>tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.</p> <p>George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes</p> <p>Know that different cultures and people around the world celebrate in different ways – Chinese New Year, Persian New Year (A Nowruz story), Holi, The Hindu festival.</p> | <p>Plant a variety of seeds and observe the changes and how it grows – grass, bean, tuff tray of grass, flowering plant.</p> <p>Seasonal changes – Spring The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings.</p> <p>Christian celebration Easter. Children will have an understanding of the Christian concept 'salvation'. Children will have an understanding of what happened to Jesus and his disciples. Easter symbols – The Palm Cross</p> | <p>we live? Identify fruit and vegetables that can be grown locally – Walk around the local area and see the allotments</p> <p>Know the roles and responsibilities of key people in the local community – Developed further from People who help us – librarians, vicars, postal workers.</p> <p>Religious stories: The boy who cried wolf (an Aesop fable). The crocodile and the priest – (A Sikh story). Bilal and the beautiful butterfly (A Muslim story). The lost coin (A Christian Parable).</p> | <p>Seasonal changes – Summer Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds. How we stay safe in the sun; sunscreen, hats, sunglasses. Changing state of matter; Why do our ice lollies melt?</p> <p>Special and religious places. Children will name and describe places of worship for: Christians, Muslims and Sikhs.</p> |
| <p>Computing links across the EYFS curriculum</p> <ul style="list-style-type: none"> To use and imitate using technology in imaginative play – Consistently used in the role play area all year round. Complete a simple program on electronic devices – Use of ipads to play Maths and Reading games. Use ICT hardware to interact with age appropriate computer software Create content such as a video recording, stories, and/or draw a picture on screen. Performing and recording each other retelling T4W stories. Can use the internet with adult supervision to find and retrieve information of interest to them | | | | | | |
| <p>Key vocabulary linked to NC subjects (including but not limited to)</p> | <p>RE</p> | <p>belief, faith, Christian, Christianity, God, Jesus, bible, church, cross, baptism, Hindu, Hinduism, Brahma, aum, temple, Jew, Judaism, synagogue, Muslim, Islam, Mohammed, Allah, Qu'ran, mosque</p> | | | | |
| | <p>History</p> | <p>present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar, relative, relative names</p> | | | | |
| | <p>Geography</p> | <p>polar region, beach, park, village, town, city, country, world, globe, earth, map, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons</p> | | | | |
| | <p>Science</p> | <p>question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, rough, smooth</p> | | | | |

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| | computing | technology, internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume |
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Early Learning Goals

Past and Present Children at the expected level of development will:

Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 -

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Expressive Arts and Design Programme of Education

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.

Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

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| <p>Nursery Children will know</p> | <p>-how to sing and perform simple rhymes and songs. T4W</p> <p>- how to engage in simple pretend play, using everyday objects and adding roles in play.</p> <p>- how to explore musical instruments and understand that they make different noises</p> <p>Exploring paint on large easel</p> <p>Primary colours; red, yellow and blue</p> | <p>- with support, how to play with others in simple pretend play</p> <p>- with support, how to make simple buildings or structures with 3D blocks</p> <p>- some names for musical instruments</p> <p>- with support, how to perform some rhymes and songs</p> <p>- with support, how to perform a simple repetitive dance routine</p> <p>Nativity .</p> | <p>- how to join different materials and explore different textures, with support.</p> <p>How to join materials to make models of vehicles</p> <p>- focusing on wheels</p> <p>-how to recite and perform simple stories</p> <p>T4W</p> | <p>-how to develop their own ideas and decide which materials to use to express themselves - Celebration cards</p> <p>Make model animals from malleable materials such as clay or playdough.</p> | <p>-how to make imaginative small worlds</p> <p>- how to freely choose materials to create pictures and art work</p> <p>Colour mixing and symmetry when creating butterflies.</p> <p>Creating homes for animals using blocks and small world resources.</p> <p>- how to join in with class singing, dancing and performing</p> <p>Study the artwork of Giuseppe Arcimboldo - Cycle B</p> | <p>-how to use drawings to represent ideas like movement or loud noises</p> <p>-how to show different emotions in their drawings and paintings</p> <p>- how to respond to what they have heard, expressing their thoughts and feelings</p> <p>Make story telling crowns.</p> <p>Take turns to tell stories to the class or in small groups</p> <p>-how to create their own songs</p> <p>-how to improvise a song that they know</p> |
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| <p>Reception children will know</p> | <p>How to use the role play area to draw upon experiences they have experienced at school or at home. What a performance is and how to watch others perform. How to explore and talk about colour. Painting with primary colours. Mixing secondary colours. Exploring colour. Painting with primary colours. Mixing secondary colours. A study of Miro. Painting: portraits</p> | <p>How to perform and sing in a Nativity Infront of an audience - Nativity/ performances -How to talk about and compare different types of music - Singing Assembly Colour and the seasons - Exploring which colours show us different seasons. Colour and the seasons. Exploring which colours show us different seasons. A study of Pissarro's season paintings. Cutting: snowflake design</p> | <p>-how to engage with music, songs and dance from around the world. - how to join in with simple songs remembering some of the words. -how to move to musical stimuli in a variety of ways. -how to develop storylines and add these into their role play. Exploring line. Taking a line for a walk. Creating drip paintings like Jackson Pollock. Creating pictures like Hundertwasser using spirals and curved lines. Join materials to create puppets - Chinese New Year</p> | <p>- how to use a variety of media to create different effects and use these independently in their work - Drawing, painting and modelling dough animals. Animals in art. A study of Rousseau's "Tiger in a Tropical Storm". Painting real fish with ink and wax resist. - to explore and play a range of instruments - how to tap out simple repeated rhythms and make some up showing interest in the way musical instruments sound. -how to use their voices when role playing to create different effects.</p> | <p>-how to work collaboratively with others to share ideas, develop and act out roles in role play. -how to construct with a purpose and use joining techniques effectively. - how to design, adapt and modify their work accordingly. Looking at Lowry and drawing our own houses and "matchstick" people. Using the architecture of Hundertwasser to inspire us to draw imaginary houses.</p> | <p>-how to watch performances and be a good audience member, expressing their feelings and responses. -how to lead a performance with words, poems and song in front of an audience. (T4W performance) -how to use their knowledge of colour, texture and effect to apply to their work independently. People in art. Looking at Degas' ballerinas. Practising drawing people. Creating clay sculptures of "Miro-like" people. Fashion: experimenting with fabric to design a suitable piece of sports wear.</p> |
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| <p>Key vocabulary linked to NC subjects (including but not limited to)</p> | <p>Art</p> | <p>paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, imprint</p> |
| | <p>Design technology</p> | <p>appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe</p> |
| | <p>Music</p> | <p>song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style</p> |

Early Learning Goals

- Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function.
 - Share their creations, explaining the process they have used.
 - Make use of props and materials when role playing characters in narratives and stories.
 - Invent, adapt, and recount narratives and stories with peers and their teacher.
 - Sing a range of well know nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.

