



Bawtry Mayflower Primary School: EYFS Long Term Plan Cycle B

Our vision is underpinned by an agreement all Early Years staff - Teachers and Teaching Assistants, who worked closely together to think about what we want for our children

What we want for our children:

| <u>We would like them to:</u> | <u>We would like them to:</u> | <u>We would like them to achieve:</u> | <u>What we would like them to say as they leave:</u> |
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| Be confident Be courageous Be determined Be responsible | Feel important Be able to form healthy relationships Feel and be successful Have made good friends Have an awareness of themselves, others and the world. Respect values Believe in themselves Understand that things have a value Take risks Have rich, varied and diverse opportunities Plan and think about how they will approach a task Use what they know and make links to learn new things. Explore their own interests and fascinations Understand how they learn Understand that their actions have an impact | Metacognitive strategies for managing their own learning and behaviours Life skills for the next stage in their learning Speak confidently and ask questions Have basic skills to enable them to read and write Have basic mathematical skills Have knowledge of how their world fits into the wider world Achieve their dreams | I had fun I felt important I feel proud I felt listened too I have good friends My learning was exciting I had lots of opportunities to try out new and different things I worked hard I felt safe I am looking forward to year 1 |

Intent

At Bawtry Mayflower our vision is to “have happy, independent children who are confident to achieve their very best”. Throughout their time in the Foundation Stage we want our children to grow and develop into lifelong learners who have the skills to continue learning, not just through school, but throughout the rest of their lives. In foundation stage our creative curriculum is designed to focus on the knowledge and skills which leads our children to be lifelong learners. Our curriculum is underpinned by our learning powers be courageous, be responsible, be determined, be collaborative. We ensure our curriculum is geared to provide experiences for all – ultimately raising the opportunities for our Bawtry community.

Values



Knowledge and Skills



Implementation

At Bawtry Mayflower Primary School, we ensure that all children experience the seven areas of learning set out in the Early Years Foundation Stage Framework through a balance of adult-led teaching, adult initiated play through challenges and child led learning.

The adults in our setting nurture the innate drive in children to learn and try out new things through modelling, scaffolding, questioning, problem posing, and through shared thinking. We will offer opportunities for our children to explore, engage, persevere, take risks, self-challenge, evaluate, develop their thinking, and solve problems.

We are committed to ensuring that children become effective learners, the characteristics of effective learning below play a central role in this.

- Playing and exploring - children investigate and experience things, and ‘have a go’*
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements*
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things*

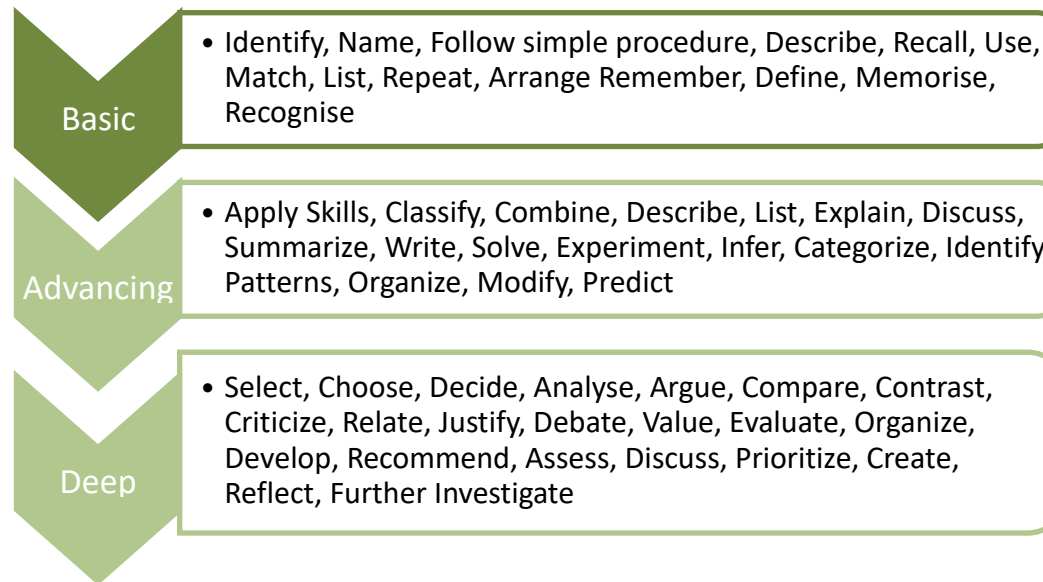
It is important that children develop their skills of metacognition and self-regulation therefore we encourage the children to think about how they learn, not just what they learn. Throughout the year children will build on their metacognitive skills. Children will take part in daily “Plan, Do, Review” sessions they are encouraged to think of ways that they can improve their work. At the start of the next independent session we encourage the children to revisit their work and continue to extend their learning.

Teachers select the most appropriate method for teaching based on their knowledge of the children, the skills and knowledge based curriculum and evidence from research e.g. EEF Early Years Toolkit. Teachers will make links across subjects and teach knowledge and skills in a way that allows pupils to transfer key knowledge and skills to their long term memory.

Overarching Principles



Challenge for All



Impact

At Bawtry Mayflower our children will grow to be confident, lifelong learners and good citizens. School transition is carefully planned for and time is given to ensure continuity of learning and a smooth transition between Nursery, Reception and beyond. Effective communication and collaboration ensure the children leave the EYFS with a solid foundation of learning of which can be built upon.







The impact of our curriculum is measured by how effectively it helps our children develop into well rounded individuals who embody our school values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We endeavour for our children to be 'Reception Ready' and 'Key Stage 1 Ready'.

We measure progress and children's learning across the year through formative and summative assessments which are based on the teacher's knowledge of the child, learning journeys, floor books and photos/videos. We endeavour for all children to make good progress from their varied starting points and strive for them to achieve a good level of development by the end of the Reception year.

The teaching and pedagogy at Bawtry Mayflower is reviewed and evaluated regularly through CPD and team meetings. These have an agenda and actions which are then reviewed are used to inform our EYFS action plan.

Bawtry Mayflower Primary School: EYFS Long Term Plan (Cycle B)

At Bawtry Mayflower our vision is to “have happy, independent children who are confident to achieve their very best”. Throughout their time in the Foundation Stage we want our children to grow and develop into lifelong learners who have the skills to continue learning, not just through school, but throughout the rest of their lives. In foundation stage our creative curriculum is designed to focus on the knowledge and skills which leads our children to be lifelong learners. Our curriculum is underpinned by our learning powers be courageous, be responsible, be determined, be collaborative.

| | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
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| Main Drivers | Special People In My Life  | Festivals  | Once Upon A Time  | Ready Steady Grow  | Kings, Queens and Castles  | Moving On  |
| Celebrations and Events | Autumn Halloween Harvest Festival | Bonfire Night Remembrance Diwali Christmas Anti-Bullying Week | Winter Chinese New Year Valentine's Day | Pancake Day Mother's Day Spring Easter Science Week | Eid | Summer Father's Day |
| Values | Be courageous, be responsible, be determined, be collaborative | | | | | |

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| Key Books (Stories and Non-Fiction. Poem and Rhymes) | <p>Guess How Much I Love</p> <p>Leaf Man</p> <p>Awesome Autumn</p> <p>Autumn Time Poem</p> | <p>Pumpkin Soup</p> <p>Diwali (Non-Fiction)</p> <p>The Nativity - Talk for Writing</p> <p>Jolly Christmas Postman</p> <p>Crackle Spit Poem</p> | <p>Three Little Pigs - T4W</p> <p>Goldilocks and the 3 Bears</p> <p>Little Red Riding Hood</p> <p>Chinese New Year - Dragons in the City (Twinkl)</p> <p>Jack Frost in the Garden - Poem</p> | <p>The Very Hungry Caterpillar</p> <p>A Tiny Seed</p> <p>Errol's Garden</p> <p>Spring Non- Fiction</p> <p>Easter Story</p> <p>Hurt No Living Thing - Poem</p> | <p>Sleeping Beauty</p> <p>Cinderella</p> <p>Zog</p> <p>Eid - Non-Fiction</p> <p>There Was a Princess Long Ago</p> | <p>We're Going on a Bear Hunt</p> <p>Handa's Surprise</p> <p>Journey Picture Book</p> <p>Say Goodbye Say Hello</p> <p>Summer Poem</p> |
| Vocabulary | <p>Compare, same, different, classify, categorize, similar, senses</p> <p>Grandparents, family, sibling, parents</p> | <p>Compare, categorize, different, country, celebration, Christian, similar, remembrance, festival, Hindu, rangoli,</p> | <p>Once Upon A Time Characters and Setting</p> | <p>Easter, change, transform, lifecycle, new beginnings, growth, seed, bud, leaf, root shoot, germinate</p> | <p>Monarchy, imaginary, tower, castle, past, palace, history</p> <p>Prince, king, princess, queen, knight</p> | <p>Compare, contrast, transition, journey, similar, different, emotions</p> |
| Parental Opportunities | <p>Stay and play</p> | <p>Christmas craft morning</p> <p>Watching the Nativity</p> | <p>Invite to share a story with their grown up.</p> | <p>Easter craft morning</p> | <p>Picnic</p> | <p>Transition activities</p> |
| Knowledge and Skills Birth - Three Years | <p><i>Make connections between the features of their family and other families.</i></p> | <p><i>Make connections between the features of their family and other families.</i></p> | <p><i>Enjoy sharing a book with an adult.</i></p> <p><i>Pay attention and respond to pictures or words.</i></p> | <p><i>Explore natural materials, indoors and outside</i></p> | <p><i>Make connections between the features of their family and other families.</i></p> | <p><i>Explore natural materials, indoors and outside.</i></p> |

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| Three - Four Years | <p><i>Notice differences between people.</i></p> | <p><i>Notice differences between people.</i></p> | <p><i>Have favourite books and seeks them out to share with an adult, with another child or to look at alone.</i></p> <p><i>Repeat words and phrases from familiar stories.</i></p> <p><i>Ask questions about the book, makes comments and shares their own ideas, develop play around favourite stories using props.</i></p> | <p><i>Repeat actions that have an effect.</i></p> <p><i>Explore materials with different properties (Science Week)</i></p> | <p><i>Notice differences between people.</i></p> | <p><i>Explore and respond to different natural phenomena in their setting and on trips.</i></p> |
| | <p><i>Begin to make sense of their own life-story and family's history.</i></p> <p><i>Continue to develop positive attitudes about the differences between people.</i></p> <p><i>Show interest in different occupations.</i></p> <p><i>Use all their senses in hands-on exploration of natural materials.</i></p> | <p><i>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</i></p> <p><i>Talk about what they see, using a wide vocabulary.</i></p> | <p><i>Engage in extended conversations about stories, learning new vocabulary.</i></p> | <p><i>Use all their senses in hands-on exploration of natural materials.</i></p> <p><i>Talk about what they see, using a wide vocabulary.</i></p> <p><i>Plant seeds and care for growing plants.</i></p> <p><i>Understand the key features of the life cycle of a plant and an animal</i></p> <p><i>Begin to understand the need to respect and care for the natural environment and all living things.</i></p> <p><i>Explore and talk about different forces they can feel.(Science week)</i></p> | <p><i>Continue to develop positive attitudes about the differences between people.</i></p> | <p><i>Use all their senses in hands-on exploration of natural materials.</i></p> <p><i>Explore collections of materials with similar and/or different properties.</i></p> <p><i>Talk about what they see, using a wide vocabulary.</i></p> <p><i>Explore how things work.</i></p> <p><i>Begin to understand the need to respect and care for the natural environment and all living things.</i></p> |

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| Children in Reception | | | | <i>Talk about the differences between materials and changes they notice. (Science week)</i> | | |
| | <p><i>Talk about members of their immediate family and community.</i></p> <p><i>Name and describe people who are familiar to them.</i></p> <p><i>Comment on images of familiar situations in the past.</i></p> <p><i>Describe what they see, hear and feel whilst outside</i></p> | <p><i>Understand that some places are special to members of their community.</i></p> <p><i>Recognise that people have different beliefs and celebrate special times in different ways.</i></p> <p><i>Recognise some similarities and differences between life in this country and life in other countries.</i></p> <p><i>Describe what they see, hear and feel whilst outside.</i></p> | <p><i>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</i></p> <p><i>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</i></p> | <p><i>Explore the natural world around them.</i></p> <p><i>Describe what they see, hear and feel whilst outside.</i></p> <p><i>Understand the effect of changing seasons on the natural world around them.</i></p> | <p><i>Compare and contrast characters from stories, including figures from the past.</i></p> <p><i>Draw information from a simple map.</i></p> <p><i>Explore the natural world around them.</i></p> <p><i>Recognise some environments that are different to the one in which they live.</i></p> <p><i>Understand the effect of changing seasons on the natural world around them.</i></p> <p><i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (ELG)</i></p> | |
| Understanding the world | Who lives at my house, school and | Local area (church) | World maps | Maps- The Little Red Hen/ Rosie's walk | Local area (school grounds) | Comparing 2 places (our local area/warm). |

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| (Geography/ History) | communities, their own history (family) | Comparing celebrations around the world. | Comparing celebrations around the world. Past and present | | | |
| Science | Seasonal Changes - Autumn, Winter, Spring, Summer (Throughout the year) | | | | | |
| | Our bodies & senses | Forces | States of Matter, | Animal (life cycle) | Animal Habitat Light & dark Plants | Materials |
| PSED/UTW: Jigsaw | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| | <i>See Jigsaw scheme for progression of skills</i> | | | | | |
| RE | Unit F5 Where do we belong? Strand: Living Christian and Hindu celebrations to welcome children into the faith | Unit F4 Which times are special and why? Strand: Expressing Stories linked to Diwali and Christmas | Unit F6 What is special about our World? Strand: Living Stories that teach us to look after the world | Unit F2 Which people are special and why? Strand: Believing Special people from different religions | Unit F3 Which places are special and why? Strand: Expressing Introduction to the concept that churches, mosques and synagogues are special places. | Unit F1 Which stories are special and why? Strand: Believing Stories from the Bible and the Qur'an |
| Birth - Three Years | <i>- Notice differences between people</i> | | | | | |

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| Three - Four Years | <p><i>- Continue to develop positive attitudes about the differences between people.</i> <i>- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</i></p> | | | | | |
| Children in Reception | <p><i>- Understand that some places are special to members of their community.</i> <i>- Recognise that people have different beliefs and celebrate special times in different ways.</i> <i>- Recognise some similarities and differences between life in this country and life in other countries.</i></p> | | | | | |
| Computing | Computing systems and networks Technology around us. | | Creating media Digital painting | Programming A Moving a robot | Data and information - Grouping data | Creating media - Digital writing |
| | <ul style="list-style-type: none"> -To identify technology -To identify a computer and its main parts -To use a keyboard to type on a computer -To create rules for using technology responsibly | | <ul style="list-style-type: none"> -To describe what different freehand tools do -To use the shape tool and the line tools -To make careful choices when painting a digital picture. | <ul style="list-style-type: none"> -To explain what a given command will do -To act out a given word -To combine forwards and backwards commands to make a sequence -To combine four direction commands to make sequences | <ul style="list-style-type: none"> -To label objects -To identify that objects can be counted -To describe objects in different ways -To compare groups of objects | <ul style="list-style-type: none"> -To use a computer to write -To add and remove text on a computer -To identify that the look of text can be changed on a computer |
| Nursery Physical Development Fine motor skills and gross motor skills | Dough Disco Squiggle While you wiggle: <ul style="list-style-type: none"> - Up and down movement -Up and down lines | Dough Disco Squiggle While you wiggle: <ul style="list-style-type: none"> -Up, down and side to side movement -Up, down and side to side lines. | Dough Disco Squiggle While you wiggle: <ul style="list-style-type: none"> -Circular movement -Circles -Arch movement -Arches Explore holding pencil beyond whole handed grasp | Dough Disco Squiggle While you wiggle: <ul style="list-style-type: none"> -The hump movement -The hump lines Explore holding pencil beyond whole handed grasp. | Dough Disco Squiggle While you wiggle <ul style="list-style-type: none"> -Zig zag movement -Zig zag lines Develops pencil grip no longer using whole handed grasp | Dough Disco Squiggle While you wiggle <ul style="list-style-type: none"> -In and out movement -In and out lines Develop pencil grip Movement in the hall |

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| | | | | | Movement in the hall | | |
| Knowledge and Skills Birth - Three Years Three - Four Years Children in Reception | <i>Develop manipulation and control</i> <i>Walk, run, jump and climb – and start to use the stairs independently.</i> <i>large and small motor skills to do things independently</i> | | | | | | <i>Use</i> |
| | <i>Use a comfortable grip with good control when holding pens and pencils.</i> <i>Shows a preference for a dominant hand</i> <i>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</i> | | | | | | |
| | <i>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.</i> <i>Develop the foundations of a handwriting style which is fast, accurate and efficient.</i> <i>Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping – climbing</i> <i>Progress towards a more fluent style of moving, with developing control and grace.</i> | | | | | | |
| Reception Physical Development Gross Motor Skills | PE Themes: Fundamental Movement Skills Unit 1 | PE Themes: Yoga | PE Themes: Dance | PE Themes: Ball Skills Unit 1 and 2 | PE Themes: Gym: Gymnastics Unit 1 and 2 | PE Themes: Athletics /Sports Day | |
| <i>See Your PE scheme progression of skills</i> | | | | | | | |

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| Reception Physical Development Fine Motor Skills | Show preference for dominant hand Draw lines and circles using gross motor movements Snips paper | Develop tripod grip Begin to form some letters. Snips paper moving forwards | Begin to form some letters correctly Cutting with Scissors using helping hand (hand to hold the paper and help manipulate it while dominant hand is cutting) | Develop pencil grip and letter formation continually Cutting along a straight line with Scissors | Forms recognisable letters most of which are correctly formed Begin to cut along a curved line, like a circle | Form all letters correctly Develop the foundations of a handwriting style which is fast, accurate and efficient Cut a shape out using scissors |
| Birth to Three Years | - <i>Develop manipulation and control.</i> - <i>Explore different materials and tools.</i> | | | | | |
| Three - Four Years | - <i>Use one-handed tools and equipment, for example making snips in paper with scissors.</i> - <i>Use a comfortable grip with good control when holding pens and pencils.</i> - <i>Show a preference for a dominant hand.</i> | | | | | |
| Children in Reception | - <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i> - <i>Develop the foundations of a handwriting style which is fast, accurate and efficient.</i> | | | | | |

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| <p>Nursery Maths</p> | <p>Getting to know you: -Teacher Baseline (First 2/3 weeks) Number Rhymes Counting out loud and by rote to 5</p> <p>Touch Counting 2 weeks Linked to the counting principles WRM. Begin to assign one number name to each object.</p> <p>Match - Opportunities for the children to explore and match objects which are the same.</p> <p>Sort - Objects also link to Autumnal leaves/objects. Explore different ways they can be sorted</p> | <p>Touch Counting Counting principles WRM. Begin to understand when counting the numbers have to be said in a certain order.</p> <p>Shapes Acknowledging the differences between shapes; circles and triangles.</p> <p>Making Comparisons Comparing Two Amounts. More/fewer</p> <p>Introduce 0, 1 Select from a group, representing 1, numeral 1</p> <p>Develop and understanding of size Begin to compare objects using appropriate vocabulary according to space, size, Categorise objects and find the odd one out.</p> | <p>Touch Counting Counting principles WRM. Begin to understand that the number name assigned to the final object in a group is the total number of objects in that group.</p> <p>Patterns Begins to notice different patterns, make arrangements with objects and talk about an arrangement Copy and continue an ABAB pattern</p> <p>Introduce 3 Select from a group, representing 3, numeral 3</p> <p>Represent and Compare 1, 2 and 3</p> <p>2D Shapes Circle, triangle, square, rectangle. Show an interest in shapes in the environment. Begin</p> | <p>Touch Counting Counting principles WRM. Begin to understand that anything can be counted including things that cannot be touched including sounds and movement</p> <p>Subitising up to 3</p> <p>Introduce 4 Select from a group, representing 4, numeral 4</p> <p>Separate a group of objects Begin to separate a group of 3 or 4 objects in different ways and beginning to recognise that the total is still the same.</p> <p>Positional Language Begin to follow some instructions using positional language.</p> <p>Early Addition</p> | <p>Touch Counting Counting principles WRM. Begin to understand that the order we count a group of objects is irrelevant. There will still be the same number.</p> <p>Introduce 5 Select from a group, representing 5, numeral 5</p> <p>Comparing numbers to 5 and Composition of 4 and 5</p> <p>Early Subtraction Changes in quantity when something is taken away.</p> <p>Height Make comparisons between height. Explore estimating and non-standard units and using associated language.</p> | <p>Touch Counting Consolidate all counting principles WRM.</p> <p>Order numerals to 5 -Talk about their position</p> <p>Adding 1 more/1 more than and Comparing numbers within 5 -Begin to find 1 more than using objects to 5</p> <p>2D Shapes Show an interest in shape by sustained construction, Use mathematical language to describe shapes.</p> <p>Practical Addition Begins to find the total of items in 2 groups by counting all of them</p> <p>Patterns</p> |
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| | | <p>Introduce 2 Select from a group, representing 2, numeral 2</p> <p>Weight Make comparisons between the weight of 2 or 3 objects. Begin to use the language of weight</p> <p>Time - Sequencing Events</p> | <p>to talk about shapes and describe some of their properties.</p> <p>Length Make comparisons between length of 2 or 3 objects. Explore using associated language-</p> | <p>Knows that a group of things changes in quantity when something is added.</p> | | <p>Correct a pattern, begin to make patterns using 2 objects, name the pattern</p> <p>Capacity Make comparisons between capacity. Using associated language-</p> <p>Taking 1 away/1 less than and Comparing numbers within 5 -Begin to find 1 less than using objects to 5</p> |
| Birth to Three Years | <p><i>Take part in finger rhymes with numbers.</i></p> <p><i>Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</i></p> <p><i>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</i></p> <p><i>Notice patterns and arrange things in patterns.</i></p> | <p><i>Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</i></p> <p><i>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</i></p> <p><i>React to changes of amount in a group of up to three items.</i></p> | <p><i>Build with a range of resources</i></p> | <p><i>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</i></p> <p><i>Climb and squeezing selves into different types of spaces.</i></p> <p><i>Complete inset puzzles.</i></p> <p><i>React to changes of amount in a group of up to three items.</i></p> | <p><i>React to changes of amount in a group of up to three items.</i></p> <p><i>Compare amounts, saying 'lots', 'more' or 'same'.</i></p> | <p><i>React to changes of amount in a group of up to three items.</i></p> <p><i>Compare amounts, saying 'lots', 'more' or 'same'.</i></p> <p><i>Build with a range of resources</i></p> |

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| | | <p><i>Compare amounts, saying 'lots', 'more' or 'same'.</i></p> <p><i>Compare sizes, weights etc. using gesture and language 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</i></p> | | <p><i>Compare amounts, saying 'lots', 'more' or 'same'.</i></p> | | |
| <p>Three to Four Years</p> | <p><i>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</i></p> <p><i>Experiment with their own symbols and marks as well as numerals</i></p> | <p><i>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</i></p> <p><i>Talk about and explore <u>2D</u> shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</i></p> <p><i>Compare quantities using language: 'more than', 'fewer than'.</i></p> <p><i>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</i></p> <p>.</p> | <p><i>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</i></p> <p><i>Say one number for each item in order: 1, 2, 3, 4, 5.</i></p> <p><i>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</i></p> <p><i>Extend and create ABAB patterns – stick, leaf, stick, leaf.</i></p> <p><i>Talk about and explore <u>2D</u> shapes using informal and mathematical language: 'sides',</i></p> | <p><i>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</i></p> <p><i>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</i></p> <p><i>Say one number for each item in order: 1, 2, 3, 4, 5.</i></p> <p><i>Solve real world mathematical problems with numbers up to 5.</i></p> <p><i>Understand position through words alone – "The bag is under the table," –no pointing.</i></p> | <p><i>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</i></p> <p><i>Show 'finger numbers' up to 5.</i></p> <p><i>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</i></p> <p><i>Recite numbers past 5.</i></p> <p><i>Say one number for each item in order: 1, 2, 3, 4, 5.</i></p> <p><i>Compare quantities using language: 'more than', 'fewer than'</i></p> | <p><i>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</i></p> <p><i>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</i></p> <p><i>Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'</i></p> <p><i>Talk about and explore <u>2D</u> shapes using informal and mathematical language:</i></p> |

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| | | | <p>'corners'; 'straight', 'flat', 'round'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> | <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Compare quantities using language: 'more than', 'fewer than'</p> | <p>Solve real world mathematical problems with numbers up to 5.</p> | <p>'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> |
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| <p>Reception Maths</p> <p>White Rose Maths Additional Content to be Taught</p> | <p>Getting to know you -Teacher Baseline -Gov NFER Baseline (First 2/3 weeks)</p> <p>Just like Me Sort, recording, representing -Tally Charts, Pictograms, Venn diagrams</p> <p>Making comparisons - Compare Amounts</p> <p>Making comparisons - Compare Size, Mass and Capacity</p> <p>Exploring Pattern - Make Simple Patterns - AB</p> | <p>It's Me 1, 2, 3 Introducing 0 and Representing 1, 2, 3 and comparing 1, 2, 3. Composition of one, two, three</p> <p>Geometry and Spatial Thinking - Circles and Triangles and their properties</p> <p>Spatial Awareness - Positional Language</p> <p>Light and Dark Four - Numbers to 4. Shapes with 4 sides and their properties</p> <p>Five - Numbers to 5 Pentagons</p> <p>Numbers to 5 - One More and One Less</p> <p>Measurement: Time -Sequence Events - Night and Day -Timers</p> | <p>Alive in 5 Comparing numbers to 5 and Composition of 4 and 5</p> <p>Subitize up to 5 Compare Mass and Compare Capacity</p> <p>Growing 6, 7 and 8 6 Making Pairs and Combining Two Groups, Composition 7 Making Pairs and Combining Two Groups, Composition 8 Making Pairs and Combining Two Groups, Composition</p> <p>Length, Height, Distance -How far can you throw?</p> | <p>Building 9 and 10 Introducing 9 Comparing numbers to 9</p> <p>Introducing 10 Comparing Numbers to 10</p> <p>Explore the composition of numbers to 10 - DM Bonds to 5 including recall and subtraction facts</p> <p>3D Shapes and Properties</p> <p>More Complex Patterns -AABB, ABB, AAB, AABBB</p> <p>Consolidation</p> | <p>To 20 and Beyond Bonds to 10 including recall including doubles facts</p> <p>Building Numbers Beyond 10 (place value). Counting Patterns Beyond 10</p> <p>Money Matching numeral and quantity to 10.</p> <p>Spatial Reasoning</p> <p>First, Then, Now Adding More - First, Then, Now and Part, Part, Whole</p> <p>Taking Away - First, Then, Now Part, Part, Whole</p> <p>Spatial Reasoning</p> | <p>Find My Pattern Doubling NB Mirror, Mirror</p> <p>Halving, Sharing and Grouping</p> <p>Even and Odd</p> <p>Bonds to 10 including recall I including doubles facts</p> <p>3D Shapes and Properties</p> <p>Spatial Reasoning</p> <p>On the Move Patterns and Relationships</p> <p>Spatial Reasoning - Maps</p> |
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| <p>Knowledge and Skills</p> <p>Three – Four Years</p> | <p><i>Experiment with their own symbols and marks as well as numerals.</i></p> <p><i>Compare quantities using language: ‘more than’, ‘fewer than’.</i></p> <p><i>Make comparisons between objects relating to size, length, weight and capacity.</i></p> <p><i>Talk about and identifies the patterns around them. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. Extend and create ABAB patterns – stick, leaf, stick, leaf.</i></p> <p><i>Notice and correct an error in a repeating pattern.</i></p> | <p><i>Recite numbers past 5.</i></p> <p><i>Say one number for each item in order: 1, 2, 3, 4, 5.</i></p> <p><i>Know that the last number reached when counting a small set of objects tells you how many there are in total</i></p> <p><i>Understand position through words alone “The bag is under the table,” – no pointing.</i></p> <p><i>Talk about and explore <u>2D</u> shapes using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.</i></p> <p><i>Begin to describe a sequence of events, using words such as ‘first’, ‘then...’</i></p> | <p><i>Show ‘finger numbers’ up to 5.</i></p> <p><i>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</i></p> <p><i>Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</i></p> <p><i>Solve real world mathematical problems with numbers up to 5.</i></p> <p><i>Make comparisons between objects relating to size, length, weight and capacity.</i></p> | <p><i>Talk about and explore 2D and 3D shapes using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.</i></p> <p><i>Combine shapes to make new ones – an arch, a bigger triangle etc.</i></p> <p><i>Notice and correct an error in a repeating pattern.</i></p> | <p><i>Solve real world mathematical problems with numbers up to 5.</i></p> | <p><i>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</i></p> <p><i>Describe a familiar route.</i></p> <p><i>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</i></p> |
| <p>Children in Reception</p> | <p><i>Continue copy and create repeating patterns.</i></p> <p><i>Compare length, weight and capacity.</i></p> | <p><i>Compare numbers.</i></p> <p><i>Explore the composition of numbers to 3.</i></p> <p><i>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</i></p> | <p><i>Compare numbers.</i></p> <p><i>Explore the composition of numbers to 8.</i></p> <p><i>Subitise</i></p> <p><i>Compare length, weight and capacity</i></p> | <p><i>Compare numbers.</i></p> <p><i>Explore the composition of numbers to 10.</i></p> <p><i>Automatically recall number bonds for numbers to 5.</i></p> | <p><i>Count beyond 10</i></p> <p><i>Verbally count beyond 20, recognising the pattern of the counting system.</i></p> <p><i>Automatically recall number bonds for numbers to 10.</i></p> | <p><i>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</i></p> |

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| | | <i>Understand the 'one more than/one less than' relationship between consecutive numbers.</i> | | <i>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</i> | <i>Explore the composition of numbers to 10.</i> <i>Link the number symbol (numeral) with its cardinal number value</i> <i>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</i> | <i>Automatically recall number bonds for numbers to 10.</i> <i>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</i> |
| Reception Arithmetic | Counting out loud Counting by rote Counting MTYT Counting rhymes and songs Counting in different voices Counting with actions Counting with a partner taking it in turns to say a number Using fingers to represent numbers | Count out loud and by rote to 10. Filling in the gaps when counting e.g., 1, 2, 3 ... Comparing two amounts - more than/less than. Introduce equal to. Counting out an amount onto a 5 frame Continue the pattern (verbally or practically) 2D Shapes - Can you find a.... Maths eyes pictures | 2D Shapes - circle, square, triangle, rectangle, pentagon. Describe a shape - What am I? Using numicon to order and represent an amount (1-5) Using number fans to represent a numeral (1-5) One more than - numbers to 5 Time o'clock | Subitize 1, 2, 3 Composition of 4 and 5 -How many ways can you make 4/5? Using numicon to order and represent an amount (1-8) Using number fans to represent a numeral (1-8) Time o'clock Counting an amount onto a 10 frame | Subitize 4 and 5 Using numicon to order and represent an amount (1-10) Using number fans to represent a numeral (1-10) 3D Shapes and their prosperities. Describe a shape - What am I? Recall number bonds to 5 | Subitize 1-5 Count beyond 20 Fill in the missing numbers Doubling and sharing an amount Recall some doubles Place Value - using numicon to make a teen numbers tens and ones. Counting in 2's Counting in 10's |

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| | Number of the Week | Number of the Week | Positional language One less than - numbers to 5 Number of the Week | One more than - numbers to 10 One less than - numbers to 10 Number Formation Number of the Week | Addition with numicon Addition jumping along a number line. Number formation Number of the Week | Recall number bonds to 5 Recall some number bonds to 10 Number of the Week |
| Nursery Building up to Word Reading Phonics | Baseline Assessment Phase 1 Phonics Aspect 1 General Sound Discrimination Environmental Sounds | Phase 1 Phonics Aspect 2 General Sound Discrimination Instrumental Sounds Phase 1 Phonics Aspect 3 General Sound Discrimination Body Percussion | Phase 1 Phonics Aspect 4 Rhythm and Rhyme | Phase 1 Phonics Aspect 5 Alliteration Phase 1 Phonics Aspect 6 Voice Sounds | Phase 1 Phonics Aspect 7 Oral Blending and Segmenting Set 1 Sounds (RWI) | Phase 1 Phonics Aspect 7 Oral Blending and Segmenting Set 1 Sounds (RWI) Children are to be able to recognise their own name by the end of Nursery. |
| Birth to Three Years | <p><u>LA&U</u> <i>Listen and respond to a simple instruction</i></p> <p><u>BI&E</u> <i>Show attention to sounds and music.</i> <i>Explore their voices and enjoy making sounds.</i> <i>Join in with songs and rhymes, making some sounds.</i> <i>Make rhythmical and repetitive sounds.</i> <i>Explore a range of sound-makers and instruments and play them in different ways.</i></p> | | | | | |

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| <p>Three-Four Years</p> | <p><u>LA&U</u> <i>Understand a question or instruction that has two parts.</i> <i>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</i></p> <p><u>WR</u> <i>Develop their phonological awareness, so that they can:</i> <i>spot and suggest rhymes</i> <i>count or clap syllables in a word</i> <i>recognise words with the same initial sound, such as money and mother</i></p> <p><u>BI&E</u> <i>Listen with increased attention to sounds.</i> <i>Respond to what they have heard, expressing their thoughts and feelings.</i> <i>Play instruments with increasing control to express their feelings and ideas.</i></p> | | |
| <p>Children in Reception</p> | <p><u>LA&U</u> <i>Understand how to listen carefully and why listening is important.</i> <i>Listen carefully to rhymes and songs, paying attention to how they sound.</i> <i>Learn rhymes, poems and songs.</i></p> | | |
| <p>Nursery Reading Comprehension</p> | <p>Talks about favourite rhymes, stories and songs. Listen and joins in with rhymes, stories and songs Shows an awareness and interest in illustrations and print in books. Aware of difference between illustrations and text. Say a sentence about what is happening. Use Picture Clues: 'What can you see?' Encourage children to predict what happens next - 'What do you think?' Look at books independently - hold books the correct way can turn the pages.</p> | <p>Front cover - title, author, illustrator, using the cover to discuss what the story might be about, Back cover - Blurb Continue to use picture clues with more accuracy - Can they talk about the pictures? Remember and talk about the main parts of the story? Describes the main story settings, events and characters. With support begins to build up a sentence from a story to make it even better. Spot, suggest and fill in the rhymes Join in with repeated refrains</p> | <p>Understand the five key concepts about print: Print has meaning Print can have different purposes We read English text from left to right and from top to bottom The names of the different parts of a book Page sequencing Independently build up a sentence from a story to make it even better. Awareness of the way in which stories are structured with a beginning, middle and end. Tell their own stories Suggest how a story might end with accuracy.</p> |

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| Birth to Three Years | <p><u>Summarising</u> <i>Say some of the words in songs and rhymes. Develop play around favourite stories using props.</i></p> <p><u>Retrieve and Record</u> <i>Ask questions about the book. Listen to simple stories and understand what is happening, with the help of the pictures (CL)</i></p> <p><u>Justify</u> <i>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why') (CL)</i></p> <p><u>Meaning of words in context</u> <i>Engage in extended conversations about stories, learning new vocabulary.</i></p> <p><u>Authors use of language, structure and presence</u> <i>Sing songs and say rhymes independently. Repeat words and phrases from familiar stories.</i></p> <p><u>Reading for pleasure and other</u> <i>Enjoy sharing books with an adult. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Pay attention and respond to the pictures or the words.</i></p> | | | | | |
| Three - Four Years | <p><u>Summarising</u> <i>Enjoy listening to longer stories and can remember much of what happens (CL) Be able to talk about familiar books and be able to tell a long story (CL)</i></p> <p><u>Justify</u> <i>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</i></p> <p><u>Reading for pleasure and other</u> <i>Begin to develop complex stories using small world equipment (EAD) Develop storylines in their pretend play.</i></p> | | | | | |
| Reception Word Reading Phonics | Set 1 sounds (RWI) | Gaps in set 1 sounds (RWI) Awareness of Diagraphs -sh, ch, th, qu, ng, nk, ck. | Diagraphs -sh, ch, th, qu, ng, nk, ck. Awareness of - ss, ll, ff, zz | Diagraphs -sh, ch, th, qu, ng, nk, ck. Know double letter sounds - ss, ll, ff, zz | Set 2 sounds - ay, ee, igh, ow, oo, oo | Set 2 sounds - ay, ee, igh, ow, oo, oo |

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| | <p>Oral Blending - set 1 sounds</p> <p>Assisted Blending Assisted Blending</p> <p>Sound out words out loud</p> | <p>Oral Blending - set 1 sounds</p> <p>Assisted blending including set 1 diagraphs</p> <p>Assisted Blending And some independent blending</p> <p>Sound out words out loud</p> | <p>Oral Blending - Diagraphs</p> <p>Read words including set 1 diagraphs.</p> <p>Read <i>CVC</i> Words. Begin to read some <i>CVCC/CCVC</i> words.</p> <p>Sound some words out in their head</p> <p>Begin to read some <i>CVC</i> words at speed</p> | <p>Oral Blending - Diagraphs</p> <p>Read words including set 1 diagraphs and double letter sounds.</p> <p>Read <i>CVCC/CCVC</i> words.</p> <p>Sound words out in their head</p> <p>Read some <i>CVC</i> words at speed</p> | <p>Oral Blending - set 2 sounds</p> <p>Read words including set 1 and set 2 diagraphs.</p> <p>Read <i>CVCC/CCVC</i> words including words with the set 2 sounds.</p> <p>Sound words out in their head</p> <p>Read <i>CVC</i> words at speed</p> <p>Read some words including set 1 diagraphs at speed.</p> | <p>Oral Blending - set 2 sounds</p> <p>Read words including set 1 and set 2 diagraphs.</p> <p>Read <i>CVCC/CCVC</i> words including words with the set 2 sounds.</p> <p>Sound words out in their head</p> <p>Read <i>CVC, CVCC</i> and <i>CCVC</i> words at speed</p> <p>Read words including set 1 diagraphs at speed and some words including set 2 diagraphs at speed.</p> |
| <p>Reading/Writing Common Exception Words by Sight</p> | <p>Common Exception Words: I, the</p> | <p>Common Exception Words Build on those previously taught and of, no go</p> | <p>Common Exception Words Build on those previously taught and he, she, me, we, be</p> | <p>Common Exception Words Build on those previously taught and to, you, my</p> | <p>Common Exception Words Build on those previously taught and</p> | <p>Common Exception Words Build on those previously taught and</p> |

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| | | | | | was, once, said | one, her, are |
| | <i>See RWI scheme progression of skills</i> | | | | | |
| Reception Reading Comprehension | <p>Understand the five key concepts about print: Print has meaning Print can have different purposes We read English text from left to right and from top to bottom The names of the different parts of a book Page sequencing Talk about the setting, key events and characters in a story. Talk about how the story might end with relevant comments and ideas. Join in with rhymes and stories. Fill in missing words from well-known rhymes and rhyming stories. Show an interest and answer simple questions about a text. With support begin to sequence familiar stories through the use of pictures to then help retell the story.</p> | <p>Demonstrate an understanding when talking about what they have read Sequencing familiar stories through the use of pictures to then help retell the story. Sequence stories - using the vocabulary of beginning, middle and end. Creating their own stories, developing their own narratives and explanations by connecting ideas or events Begin to understand that a non-fiction text is not a story- it gives information instead and that fiction means story Can identify the front cover, back cover, spine, blurb, illustrations, page numbers, text and title. Begin to predict what will happen next</p> | <p>Think of strategies that they already know to help them with their reading e.g. illustrations can help make sense of reading. Make predications/predict what will happen next Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Understand a non-fiction text is not a story- it gives information instead and that fiction means story. Know how a non-fiction text can be used e.g. does not need to be read from front to back. Talk for Writing - Internalise language structures through imitation to innovation to independent application. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> | | | |
| Three - Four Years | <p><u>Summarising</u> <i>Enjoy listening to longer stories and can remember much of what happens (CL)</i> <i>Be able to talk about familiar books and be able to tell a long story (CL)</i></p> <p><u>Justify</u> <i>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</i></p> <p><u>Reading for pleasure and other</u> <i>Begin to develop complex stories using small world equipment (EAD)</i> <i>Develop storylines in their pretend play.</i></p> | | | | | |

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| <p>Children in Reception</p> | <p><u>Prediction</u> <i>Anticipate – where appropriate – key events in stories (ELG)</i></p> <p><u>Summarising</u> <i>Listen to and talk about stories to build familiarity and understanding. Retell a story (some exact some in own words) (CL) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (C ELG)</i></p> <p><u>Inference</u> <i>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 (L, A &U ELG) Make comments about what they have heard and ask questions to clarify their understanding (L, A&U ELG)</i></p> <p><u>Authors use of language, structure and presentation</u> <i>Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary (CL)</i></p> <p><u>Meaning of words in context</u> <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (Sp ELG) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (Sp ELG) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (C ELG)</i></p> <p><u>Reading for pleasure and other</u> <i>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment ☑Invent, adapt and recount narratives and stories with peers and their teacher (CM ELG)</i></p> | | | | | |
| <p>Nursery Writing</p> | <p>Name writing</p> <p>Draw a Man Assessment</p> <p>Mark making in provision.</p> <p>Model writing a story (TFW)</p> <p>Model an Autumn description</p> | <p>Name writing</p> <p>Draw a Man Assessment</p> <p>Mark making in provision.</p> <p>Model writing a letter</p> <p>Model writing a poem</p> | <p>Name writing</p> <p>Draw a Man Assessment</p> <p>Mark making in provision.</p> <p>Model writing a story (TFW)</p> <p>Model a dragon description</p> | <p>Name writing</p> <p>Draw a Man Assessment</p> <p>Mark making in provision.</p> <p>Model writing instruction (planting a seed)</p> <p>Model write a recount.</p> | <p>Name writing</p> <p>Draw a Man Assessment</p> <p>Mark making in provision.</p> <p>Introduce reading/writing set 1 sounds</p> | <p>Name writing</p> <p>Draw a Man Assessment</p> <p>Mark making in provision.</p> <p>Introduce reading/writing set 1 sounds</p> <p>Write some recognisable letters when writing.</p> |

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| | | | | | <p>Write some recognisable letters when writing</p> <p>Model writing a story (TfW)</p> <p>Model writing an invitation (picnic)</p> | <p>Model writing a recount (trip)</p> <p>Model instructions (Baking Buns)</p> |
| Birth to Three Years | <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. - Develop manipulation and control. - Explore different materials and tools. | | | | | |
| Three and Four Year Olds | <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; write 'm' for mummy. - Write some or all of their name. - Write some letters accurately. - Use a comfortable grip with good control when holding pens and pencils. - Show a preference for a dominant hand. | | | | | |

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| <p>Reception Writing</p> | <p>Hear and say the initial sound in words.</p> <p>Give meaning to the marks they make as they write- Emergent Writing</p> | <p>Link sounds to letters</p> <p>Hear, say and write the initial sound in words.</p> <p>Hear, say and write end sounds in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> | <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Can write CVC words</p> <p>Use fingers spaces between words.</p> | <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> | <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Write recognisable letters, most of which are correctly formed.</p> | <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Write many high frequency words.</p> |
| <p>Writing Opportunities</p> | <p>Writing a story (TfW)</p> <p>Writing a description (Autumn)</p> <p>Writing a diary entry (First week of school)</p> | <p>Writing an invitation (To the nativity)</p> <p>Writing a letter (To post)</p> <p>Writing a poem (Bonfire night)</p> | <p>Writing a story (TfW)</p> <p>Writing a story (Their own story)</p> <p>Chinese New Year (Non-Fiction)</p> | <p>Writing a story (Their own story)</p> <p>Instructions (Planting a seed)</p> <p>Recount (Spring Trail - Signs of Spring)</p> | <p>Writing a story (TfW)</p> <p>Writing a story (Their own story)</p> <p>Writing an invitation (picnic)</p> | <p>Writing a recount (trip)</p> <p>Instructions (Baking Buns)</p> <p>Writing a letter (To their new teacher)</p> |

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| Handwriting | Handwriting Curly group c, a, d, o, f, g, q, e, s Long group (down and off in another direction) l, i, t, j, u, y | Handwriting One armed group b, h, k, m, n, p, r Zig Zag group v, w, x, z | Handwriting Curly group c, a, d, o, f, g, q, e, s Long group (down and off in another direction) l, i, t, j, u, y | Handwriting One armed group b, h, k, m, n, p, r Zig Zag group v, w, x, z | Handwriting Curly group c, a, d, o, f, g, q, e, s Long group (down and off in another direction) l, i, t, j, u, y | Handwriting One armed group b, h, k, m, n, p, r Zig Zag group v, w, x, z |
| Birth to Three Years | <p><i>Enjoy drawing freely.</i> <i>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</i> <i>Make marks on their picture to stand for their name.</i> <i>Explore different materials and tools.</i></p> | | | | | |
| Three and Four Year Olds | <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; write 'm' for mummy. - Write some or all of their name. - Write some letters accurately. - Use a comfortable grip with good control when holding pens and pencils. - Show a preference for a dominant hand. | | | | | |
| Children in Reception | <ul style="list-style-type: none"> - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s. - Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense. - Develop their small motor skills so that they can use a range of tools competently. - Develop the foundations of a handwriting style which is fast, accurate and efficient. | | | | | |
| Nursery Expressive Arts and Design Experiences Painting | Explore paint- water, sponge, paint, pallet | Mixing primary colours | Explore the effects of adding white | Explore different mediums to paint with | Explore different ways of holding the paint brush | Large and small scales painting using different sized paper |

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| Reception Expressive Arts and Design Experiences Painting | Make secondary colours using primary colours | Make secondary colours using primary colours | Explore shades of colour | Using appropriate colours for a purpose | Applying paint skills, using the paint brush appropriately. Use of different size brushes for different purposes | Painting in proportion, using the space effectively |
| | Explore and evaluate different portraits | Explore the consistency of the paint and the different mediums to paint with Explore and evaluate Kandinsky (concentric circles) | Explore and evaluate backgrounds / fading colour /shades horizons Link to 'One Starry Night' by Vincent Van Gough | Explore and evaluate David Hockney (daffodil paintings) | Explore and evaluate Mehndi patterns | Explore and evaluate different art from around the world. |
| Birth to Three Years | <ul style="list-style-type: none"> - <i>Start to make marks intentionally.</i> - <i>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</i> - <i>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</i> - <i>Explore different materials and tools</i> | | | | | |
| Three and Four Year Olds | <ul style="list-style-type: none"> - <i>Explore colour and colour mixing</i> - <i>Show a preference for a dominant hand</i> | | | | | |
| Children in Reception | <ul style="list-style-type: none"> - <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings</i> - <i>Return to and build on their previous learning, re-finishing ideas and developing their ability to represent them.</i> - <i>Create collaboratively sharing ideas, resources and skills.</i> - <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i> | | | | | |
| Nursery Drawing | Makes marks | Draws lines and circles and adds meanings | Draws faces with features and begins to use shapes that represent objects, people, places | Draws things that they have observed with some degree of accuracy | Draws things that they have observed or imagined with detail. | |

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| Reception Drawing | Leaf rubbings, different patterns, explore different media and ways of making marks. | Explore a variety of different drawing tools. | Draw to a tell a story. | Draw something and then improve using their mark making skills. Austin's Butterfly | Investigate different lines and shade. | Explore different textures and draw more accurately. |
| Birth to Three Years | <ul style="list-style-type: none"> - <i>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</i> - <i>Start to make marks intentionally.</i> - <i>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</i> - <i>Explore different materials and tools.</i> | | | | | |
| Three and Four Year Olds | <ul style="list-style-type: none"> - <i>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</i> - <i>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</i> - <i>Use drawing to represent ideas like movement or loud noises.</i> - <i>Use a comfortable grip with good control when holding pens and pencils.</i> - <i>Show a preference for a dominant hand.</i> | | | | | |
| Children in Reception | <ul style="list-style-type: none"> - <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings</i> - <i>Return to and build on their previous learning, re-finishing ideas and developing their ability to represent them.</i> - <i>Create collaboratively sharing ideas, resources and skills.</i> - <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i> | | | | | |
| Nursery Sewing | | Weaving - making materials link together (large scale) | | Exploring the action of threading | | Exploring the action of sewing |
| Reception Sewing | | Weaving - making materials link together (small scale) | | Sewing a shape using a running stitch | | Attaching beads and sequins using a stitch |

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| Birth to Three Years | <ul style="list-style-type: none"> - <i>Use their imagination as they consider what they can do with different materials.</i> - <i>Explore different materials and tools.</i> | | | | |
| Three and Four Year Olds | <ul style="list-style-type: none"> - <i>Join different materials and explore different textures.</i> - <i>Create closed shapes with continuous lines, and begin to use these shapes to represent objects</i> - <i>Show a preference for a dominant hand.</i> | | | | |
| Children in Reception | <ul style="list-style-type: none"> - <i>Return to and build on their previous learning, re-finishing ideas and developing their ability to represent them.</i> - <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i> | | | | |
| Nursery Sculpting | | Clay Diwali lamps. Moulding Clay. | | Imprinting patterns on clay. | Moulding clay. Imprint and paint. |
| Reception Sculpting | | Clay Diwali lamps. Pressing and reshaping the clay. | | Use the clay to decorate a pattern using different tools onto an egg shape. | Mould the clay into a shape, mark make and then paint to decorate. |
| Birth to Three Years | <ul style="list-style-type: none"> - <i>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</i> - <i>Start to make marks intentionally</i> - <i>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials</i> - <i>Make simple models which express their ideas.</i> - <i>Develop manipulation and control.</i> - <i>Explore different materials and tools.</i> | | | | |
| Three and Four Year Olds | <ul style="list-style-type: none"> - <i>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</i> - <i>Explore different textures.</i> - <i>Show a preference for a dominant hand.</i> | | | | |
| Children in Reception | <ul style="list-style-type: none"> - <i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i> - <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</i> | | | | |

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| D&T Nursery | Join materials | | Joining boxes | | Use tools | |
| D&T Reception | Explore different ways of attaching boxes together. Use tools. (Small groups and in provision) | | Box Modelling - Joining different materials together to create a model. Rocket linked to 'Whatever Next' set up boxes, for children to rein act the story. | | Use tools safely and competently to create and combine different materials. | |
| Birth to Three Years | <ul style="list-style-type: none"> - <i>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</i> - <i>Use their imagination as they consider what they can do with different materials.</i> - <i>Make simple models which express their ideas.</i> - <i>Explore different materials and tools.</i> | | | | | |
| Three and Four Year Olds | <ul style="list-style-type: none"> - <i>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</i> - <i>Develop their own ideas and then decide which materials to use to express them.</i> - <i>Join different materials and explore different textures.</i> - <i>Show a preference for a dominant hand.</i> - <i>Use one-handed tools and equipment, for example, making snips in paper with scissors.</i> | | | | | |
| Children in Reception | <ul style="list-style-type: none"> - <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i> - <i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i> - <i>Create collaboratively sharing ideas, resources and skills.</i> - <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i> | | | | | |
| Nursery Art - Collage | | Explore materials and ways to combine. | | Scrunching materials. | | Layering different materials. Henri Matisse-snail collage |

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| Reception Art - Collage | | Exploring different materials and ways of combining them. | | Scrunching materials to create a design | | Layering different materials to create an effect. Henri Matisse-snail collage |
| Birth to Three Years | <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. - Develop manipulation and control. - Explore different materials and tools. | | | | | |
| Three and Four Year Olds | <ul style="list-style-type: none"> - Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. - Use one-handed tools and equipment, for example, making snips in paper with scissors. | | | | | |
| Children in Reception | <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. - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. | | | | | |
| <u>Music</u> | Me | My Stories | Everyone | Our World | Big bear Funk | Reflect, Rewind, Play |
| | <i>See Charanga scheme for progression of skills</i> | | | | | |
| Food | | No Bake Christmas Biscuits. | Explore different tastes/textures and describe them. Chinese New Year | Making Pancakes - Tasting different toppings. Fruit Salad - Chopping and Presenting. | Tasting Indian Food. | Make buns and decorate. |

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| Three and Four Year Olds | <ul style="list-style-type: none"> - <i>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</i> |
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