

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Emotional & Social Development	Development Matters (3-4 years)	<p>Self-Regulation Children will separate from main carer to come into nursery.</p> <p>Children will show confidence walking around the local area and visiting the bakery.</p> <p>Managing Self Children will know to drink water to be healthy.</p> <p>Building Relationships Children will know how to play alongside each other.</p>	<p>Self-Regulation Children will separate from main carer to come into nursery.</p> <p>Managing Self Children will know to wash and dry their hands before eating and after using the toilet.</p> <p>Building Relationships Children will know how to play partner games.</p> <p>Talk with others to solve conflicts.</p>	<p>Self-Regulation Talk about their feelings using words such as happy, sad, angry, and worried.</p> <p>Managing Self Look at oral health- tooth-brushing programme. Make healthy choices about toothbrushing.</p> <p>Building Relationships Children will share resources and play in a group.</p> <p>Develop their sense of responsibility and membership of the class community.</p>	<p>Self-Regulation Talk about their feelings using words such as happy, sad, angry, and worried.</p> <p>Managing Self Children will make healthy choices about activity and exercise.</p> <p>Building Relationships Children will take turns whilst playing and waiting patiently to have a go.</p> <p>Develop their sense of responsibility and membership of the class community.</p>	<p>Self-Regulation Children will become confident with visitors in nursery.</p> <p>Managing Self Children will make healthy choices about food.</p> <p>Building Relationships Understand gradually how others may be feeling.</p> <p>Develop appropriate ways of being assertive.</p>	<p>Self-Regulation Children will become confident with visitors in nursery.</p> <p>Managing Self Children will know how to independently use the toilet.</p> <p>Building Relationships Understand gradually how others may be feeling.</p> <p>Develop appropriate ways of being assertive.</p>
	<p>3-4 years- Observational Checkpoint: Can children share and take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can children settle at activities for a while? Can children play alongside others? Can children take part in pretend play, taking on a role such as Mummy or Daddy? Can children take part in pretend play with different roles such as the Gruffalo? Can children negotiate solutions to conflicts in their play?</p>						
	Development Matters (Reception)	<p>Self-Regulation Children will know how to use happy breathing when they are feeling upset/angry.</p> <p>Children will see themselves as a valuable individual.</p> <p>Managing Self Children will know how regular exercise is important for their health.</p> <p>Manage their own needs- washing hands before food.</p> <p>Building Relationships Children will know how to identify their feelings, using books such as 'The Colour Monster' to support understanding.</p>	<p>Self-Regulation Children will know about their own character strengths.</p> <p>Managing Self Children will know how healthy eating is important for their health.</p> <p>Manage their own needs- healthy foods</p> <p>Building Relationships Identify and moderate their feelings socially and emotionally.</p>	<p>Self-Regulation Children will know how being grateful and thankful make us feel.</p> <p>Managing Self Children will know how regular tooth brushing is important for their health.</p> <p>Building Relationships Build constructive and respectful relationships.</p>	<p>Self-Regulation Children will know the effects of their behaviour on others.</p> <p>Managing Self Children will know how to be a safe pedestrian and why this is important.</p> <p>Building Relationships Build constructive and respectful relationships.</p>	<p>Self-Regulation Children will know how to show resilience and perseverance in the face of challenge.</p> <p>Managing Self Children will know what a sensible amount of screen time is and why this is important for their health.</p> <p>Building Relationships Express their feelings and consider the feelings of others. Think about the perspectives of others.</p>	<p>Self-Regulation Children will know how to show resilience and perseverance in the face of challenge.</p> <p>Managing Self Children will know about the importance of a good sleep routine for their health.</p> <p>Building Relationships Express their feelings and consider the feelings of others. Think about the perspectives of others.</p>

	My Happy Mind	Reception: Meet Your Brain	Celebrate	Appreciate	Relate	Engage	Consolidation
	Scarf	Me & My Relationships	Valuing Difference	Keeping Safe	Rights & Respect	Being My Best	Growing & Changing
	<p>Early Learning Goals- Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</p> <p>Managing Self: Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships: 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.</p>						
Communication & Language	Development Matters (3-4 years)	<p><u>Listening, Attention and Understanding</u> Enjoy listening to longer stories.</p> <p><u>Speaking</u> Know many rhymes.</p> <p>Use a wider range of vocabulary.</p> <p>Start a conversation with an adult or a friend.</p> <p>Children will know and retell the story 'The Gingerbread Man'.</p>	<p><u>Listening, Attention and Understanding</u> Enjoy listening to longer stories.</p> <p><u>Speaking</u> Use longer sentences of four to six words.</p> <p>Know many rhymes.</p> <p>Use a wider range of vocabulary.</p> <p>Start a conversation with an adult or a friend.</p> <p>Children will know and retell the story 'I'm Going to Eat This Ant'.</p>	<p><u>Listening, Attention and Understanding</u> Enjoy listening to longer stories.</p> <p><u>Speaking</u> Know many rhymes, be able to talk about familiar books.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Children will know and retell the story 'Naughty Bus'.</p>	<p><u>Listening, Attention and Understanding</u> Enjoy listening to longer stories and can remember much of what happens.</p> <p><u>Speaking</u> Develop their communication (irregular tenses and plurals).</p> <p>Sing a large repertoire of songs.</p> <p>Children will know and retell the story 'The Journey Home'.</p>	<p><u>Listening, Attention and Understanding</u> Understand 'why' questions.</p> <p>Understand a question or instructions that has two parts.</p> <p><u>Speaking</u> Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Use talk to organise themselves and their play.</p> <p>Children will know and retell the story 'Silly Doggy!'</p>	<p><u>Listening, Attention and Understanding</u> Understand 'why' questions.</p> <p>Understand a question of instruction that has two parts.</p> <p><u>Speaking</u> Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Use talk to organise themselves and their play.</p> <p>Children will know and retell the story 'Supertato'.</p>
	Vocabulary- Word Aware/Pathways- 3-4 years	lane bakery meadow cinnamon barn orchard riverbank toppled swirled scrambled	ant anteater tongue served wriggling scooped supper splattered stinging scrumptious	full important mess handsome silliest lonely tall London hook traffic	sea cave mountain city chimney gutter rooftop coop enormous hatched	wonderful lovely short terrible sticky emergency mucky tail park paws	flannel crept yelled belonged air marched frozen vegetables

	Concept words- from Concept Cat: all back after around backwards before	Concept words- from Concept Cat: between a bit day different empty first	Concept words- from Concept Cat: front hard heavy large last less	Concept words- from Concept Cat: long most near new next to night	Concept words- from Concept Cat: old over quick same short side	Concept words- from Concept Cat: small soft some short through
3-4 years- Observational Checkpoint: Can children shift focus from one task to another if you fully obtain their attention? Can children use sentences of four to six words? Can children join sentences using ‘because’, ‘or’, ‘and’. Can children use future and past tense? Can children answer a simple ‘why’ question?						
Development Matters (Reception)	<u>Listening, Attention and Understanding</u> Engage in story-times. Understand how to listen carefully and why listening is important. Listen carefully to rhymes paying attention to how they sound. Engage in non-fiction books. <u>Speaking</u> Learn new vocabulary. Develop social phrases. Children will know and retell the story ‘ Peace at Last ’.	<u>Listening, Attention and Understanding</u> Engage in story times. Understand how to listen carefully and why listening is important. Engage in non-fiction books. <u>Speaking</u> Learn new vocabulary. Listen to and talk about stories to build familiarity and understanding. Children will know and retell the story ‘ The Three Little Pigs ’	<u>Listening, Attention and Understanding</u> Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <u>Speaking</u> Use new vocabulary through the day. Articulate their ideas and thoughts. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Children will know and retell the story ‘ Let’s All Creep through Crocodile Creek ’	<u>Listening, Attention and Understanding</u> Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <u>Speaking</u> Use new vocabulary through the day. Articulate their ideas and thoughts. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Connect one idea or action to another using a range of connectives. Learn rhymes, poems, and songs. Children will know and retell the story ‘ The Pirates are Coming ’	<u>Listening, Attention and Understanding</u> Ask questions to find out more and to check they understand what has been said to them. <u>Speaking</u> Articulate their ideas and thoughts in well-formed sentences. Use new vocabulary in different contexts. Use talk to help work out problems and organise thinking and actions. Explain how things work and why they might happen. Connect one idea or action to another using a range of connectives. Re-tell the story once they have developed a deep familiarity with the text: some as exact repetition. Children will know and retell the story ‘ Gigantosaurus ’.	<u>Listening, Attention and Understanding</u> Ask questions to find out more and to check they understand what has been said to them. <u>Speaking</u> Use new vocabulary in different contexts. Connect one idea or action to another using a range of connectives. Re-tell the story once they have developed a deep familiarity with the text: some as exact repetition and some in their own words. Children will know and retell the story ‘ The Sea Saw ’

	Vocabulary- Word Aware/Pathways- Reception	peace 'at last' hour tired nocturnal pretending cuckoo leaky refrigerator believe owl hedgehog uncomfortable peeped alarm clock yawn Revisit Concept Cat words	teeny tiny beware chuckled giggled reached cheered squealed excitedly warning growling snout bellowed yelped scurried chattered roared trembled clattered galloped beady eyes shivered leaped straw field brickyard whiskers chimney pot cottage forest Revisit Concept Cat words	journey adventure creep creek shortcut crooked knobbly gnarly clambered pokey pointy scratchy, scratchy vines chuckled flippy, whippy slimy slippery, slidey gloomy scary, starey pish posh! panic glowed fearsome frightful Revisit Concept Cat words	false alarm warnings pelican attic barrel bobbing villager rusty special trudged yelled silently harbour gangplank captain crew ashore narrow marched growled welcome skull and crossbones	beyond lava flow herbivore carnivore omnivore graze beware lookout termite emergency beast lurks enormous explore fear jaws muffled survived shrugged palaeontologist	beloved tatty perfect pounded tumble curiously battered company returned replace locket shoals shimmering hitched guide concerned dock harbour
		<p>Early Learning Goals- Listening, Attention and Understanding: 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.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking: 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.</p>					
Physical Development	Development Matters (3-4 years)	<p>Gross Motor Children will know how to ride a tricycle and scooter.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Fine Motor Children will know how to use loop scissors to make snips in paper.</p>	<p>Gross Motor Children will know how to throw a ball.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Fine Motor Children will know how to use loop scissors to make snips in paper.</p>	<p>Gross Motor Children will know how to go up steps and stairs or climb up apparatus using alternate feet.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Gross Motor Children will know how to skip, hop, stand on one leg, and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Gross Motor Children will know how to work together to carry large items such as planks of wood or hollow blocks.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Gross Motor Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>

				<p>Fine Motor Children will know how to use two-hole scissors to make snips in paper.</p> <p>Children can put on their own coats.</p>	<p>Fine Motor Children will know how to use two-hole scissors to make snips in paper.</p> <p>Children can put on their own coats.</p>	<p>Fine Motor Children will know how to use a comfortable grip when holding a pencil.</p> <p>Children will show preference for a dominant hand.</p>	<p>Fine Motor Children will know how to use a comfortable grip when holding a pencil.</p> <p>Children will show preference for a dominant hand.</p>
	Dough Disco-	Draw a Person (DAP) Assessment	DAP	<p>DAP Assessment</p> <p>-Book 1 Moves 1 – 5</p>	<p>DAP Assessment</p> <p>-Learn moves 6- 9 book 1</p>	<p>DAP Assessment</p> <p>-All moves 1-9 book 1</p>	<p>DAP Assessment</p> <p>-All moves 1-9 book 1</p>
	Squiggle Whilst You Wiggle 3-4 years	Parachute	Parachute	Parachute	<p>Squiggle Whilst you Wiggle:</p> <p>Move 1: up and down, side to side, crossover Linked to letters- l l t</p> <p>Move 2: the wiggle Linked to letters- u y</p> <p>Move 3: the circles Linked to letters- c o a d</p> <p>Move 4: the hump and under hump Linked to letters- m n r u</p> <p>Move 5: the hook Linked to letters- q p h k b y g j f</p>	<p>Squiggle Whilst you Wiggle:</p> <p>Move 6: the precursive spiral Linked to letter- e</p> <p>Move 7: a gentle wave Move 8- laid down 8, the stand it up straight Linked to letter- s</p> <p>Move 9: straight line Linked to letters- v w z x</p>	<p>Squiggle Whilst you Wiggle:</p> <p>Moves 1- 9 revisited</p>
	<p>3- 4 years Observational Checkpoint: Can children make ‘cross the mid-line’ marks on vertical surfaces? Can children move in a range of ways including hopping, climbing and balancing? Can children work in groups/teams? Can children use one-handed tools such as scissors or a hammer? Do children have a comfortable grip when using pens/pencils? Are children independent in dressing themselves?</p>						
	Development Matters (Reception)	<p>Gross Motor Children will know how to walk, hop, skip, jump, run, roll and crawl (multiskills)</p> <p>Fine Motor Children will know how to use two-hole scissors to cut along lines competently.</p> <p>Children will know how to use a knife and fork.</p>	<p>Gross Motor Children will know how to ride a balance bike.</p> <p>Children will know how to climb.</p> <p>Fine Motor Children will know how to use two-hole scissors to cut along lines competently.</p> <p>Children will know how to use a knife and fork.</p> <p>Children will know how to thread and sew.</p>	<p>Gross Motor Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Fine Motor Children will know how to use two-hole scissors to cut along zig-zag lines competently.</p>	<p>Gross Motor Children will know how to throw, catch, kick, pass, bat and aim using different sized balls.</p> <p>Fine Motor Children will know how to use two-hole scissors to cut around images competently.</p> <p>Children will know how to correctly form lower-case letters.</p>	<p>Gross Motor Combine different movements with ease and fluency.</p> <p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p> <p>Fine Motor Children will know how to correctly form lower-case letters.</p>	<p>Gross Motor Children will know how to walk, hop, skip, jump, run, roll, and crawl with control and grace</p> <p>Develop overall body-strength, balance, co-ordination, and agility</p> <p>Fine Motor Children will know how to correctly form capital letters.</p> <p>Children will know how to write numbers 1 – 10.</p>

	Dough Disco/Squiggle/ handwriting	<p>‘Draw a person’ assessment</p> <p>Handwriting- patterns/single letters</p> <p>Squiggle Me into a Writer- start when start RWI phonics</p>	<p>DAP assessment</p> <p>Dough disco- book 1 moves 1-10</p> <p>Handwriting- single letters linked to RWI sound learned.</p> <p>Squiggle Me into a Writer- intervention</p>	<p>DAP assessment</p> <p>Dough disco- book 2 moves 1-10</p> <p>Handwriting- single letters linked to RWI sound learned.</p> <p>Squiggle Me into a Writer- intervention</p>	<p>DAP assessment</p> <p>Dough disco- intervention</p> <p>Handwriting- Introduce 4 letter groups- ‘Around’ letters- c a o d g q ‘Down’ letters- l t b p k h i j m n r u y ‘Curly’ letters- e f s ‘Zigzag’ letters- v w z x</p>	<p>DAP assessment</p> <p><u>2 groups based on pencil control and handwriting:</u> - Write from the Start - handwriting practise</p> <p>Embed 4 letter groups</p>	<p>DAP assessment</p> <p><u>2 groups based on pencil control and handwriting:</u> - Write from the Start - handwriting practise</p> <p>Handwriting- capital letters and consolidate lower case letter formation</p> <p>Numbers to 10</p>
	P.E units. - Reception	Developing core strength, co-ordination, gross and fine motor	Developing core strength, co-ordination, gross and fine motor	Gymnastics	Ball skills	Sports Day	Multi-Skills
	<p>Early Learning Goals- Gross Motor: 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.</p> <p>Fine Motor: 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, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>						
Literacy	Development Matters (3-4 years)	<p>Comprehension</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p>Word Reading</p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes -Children will know the logos for local supermarkets etc.</p>	<p>Comprehension</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p>Word Reading</p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes -Children will know print has different purposes by exploring</p>	<p>Comprehension</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p>Word Reading</p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes -Children will know a range of signs including bus stop, parking, stop.</p>	<p>Comprehension</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p>Word Reading</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p>	<p>Comprehension</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p>Word Reading</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p>	<p>Comprehension</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p>Word Reading</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p>

		<p>- we read English text from left to right and from top to bottom</p> <p>- the names of the different parts of a book</p> <p>- page sequencing</p> <p><u>Writing Composition</u> <u>Re-tell and labels-</u> To use story images for pupils to join in with key events and phrases in a retelling of the story. Some pupils may choose to draw/mark make some of the story.</p> <p><u>Writing Transcription</u> Use some of their print and letter knowledge in their early writing.</p>	<p>menus, magazines, newspapers, labels.</p> <p>- we read English text from left to right and from top to bottom</p> <p>- the names of the different parts of a book</p> <p>- page sequencing</p> <p><u>Writing Composition</u> <u>Labels/captions- non-fiction-</u> To draw their favourite animal and to say /draw some additional information such as what the animals eats.</p> <p><u>Writing Transcription</u> Use some of their print and letter knowledge in their early writing.</p>	<p>- we read English text from left to right and from top to bottom</p> <p>- the names of the different parts of a book</p> <p>- page sequencing</p> <p><u>Writing Composition</u> <u>Recount-</u> To draw/make a bus and be able to talk about where the Naughty Bus went.</p> <p><u>Writing Transcription</u> Use some of their print and letter knowledge in their early writing. Write some or all their name.</p>	<p><u>Writing Composition</u> <u>Fiction- Journey Story-</u></p> <p>To plan a birthday party and write invitations/ birthday cards.</p> <p><u>Writing Transcription</u> Use some of their print and letter knowledge in their early writing. Write some or all their name.</p>	<p><u>Writing Composition</u> <u>Narrative- Friendship Story-</u></p> <p>To draw/paint/make a bear individually or in a small group. To be able to contribute orally to a short story about their bear.</p> <p><u>Writing Transcription</u> Use some of their print and letter knowledge in their early writing. Write some letters accurately.</p>	<p><u>Writing Composition</u> <u>Fiction- Rewrite-</u></p> <p>To sequence images depicting key events in the story and use the images to retell the basic storyline.</p> <p><u>Writing Transcription</u> Use some of their print and letter knowledge in their early writing. Write some letters accurately.</p>
	Books- 3-4 years UTW/PSED/ Literacy	<p>6 stories linked to phonics:</p> <p>Peace at Last The Shopping List Farmer Duck Walking Through the Jungle Dear Zoo Car, Car, Truck, Jeep</p> <p>The Dot</p>	<p>6 stories linked to phonics:</p> <p>The Busy Day for Birds I say OOH You say AAH There's an Alien in your Book Animal Band Faster, Faster, Nice and Slow Dear Santa</p> <p>Diwali</p>	<p>6 stories linked to phonics:</p> <p>We're going on a Bear Hunt The Train Ride Brown Bear, Brown Bear The Bus is for Us Kitchen Disco Pants</p> <p>Don't let the Pigeon drive the bus You Can't Take an Elephant on the Bus Alan's Big Teeth Transport- Non-fiction Mr Wolf's Pancakes</p>	<p>6 stories linked to phonics:</p> <p>The Duck in the Truck Chocolate Mousse for Greedy Goose What's in the Witch's Kitchen? Oi Frog! Row, Row Pirate Boat Hop Little Bunnies</p> <p>The Emperor's Egg The Very Hungry Caterpillar The Tiny Seed Jasper's Beanstalk</p>	<p>6 stories linked to phonics:</p> <p>I went to the Zoopermarket Hippo has a hat 5 Minutes to Bed Mrs Blackhat Bathroom Boogie The Wonkey Donkey</p> <p>Bumble Bear Hairy Maclary We're going on a Bear Hunt (repeated) Goldilocks and the Three Bears</p>	<p>6 stories linked to phonics:</p> <p>Stick Man A Squash and a Squeeze Portside Pirates Veg Patch Party Giraffes Can't Dance Party Pants Super Duck Superworm</p> <p>Oliver's Vegetables Non-fiction- vegetables</p>
	SUPER SIX rhymes- 3-4 years	<p>6 Phonics rhymes:</p> <p>-Humpty Dumpty -Wind the Bobbin Up -Old Macdonald had a Farm -Incy Wincy Spider -1, 2, 3, 4, 5 Once I Caught a Fish Alive -The Wheels on the Bus</p>	<p>6 Phonics rhymes:</p> <p>-5 Little Ducks -One little elephant balancing -5 little men in a flying saucer -The Grand Old Duke of York -The Tractor Song -Christmas songs</p> <p>World Nursery Rhyme week- nursery rhymes given each year</p>	<p>6 Phonics rhymes:</p> <p>-Feel the Beat -Row, row, row your boat -5 little monkeys jumping on the bed -Down at the station -10 fat sausages -Here we go round the mulberry bush</p>	<p>6 Phonics rhymes:</p> <p>-If you're happy and you know it -5 currant buns -Down in the jungle -Five little speckled frogs -I'm a pirate -Little Peter Rabbit</p>	<p>6 Phonics rhymes:</p> <p>-One finger one thumb keep moving -Penguin dance -A sailor went to sea, sea sea -When you want to make a spell -10 green bottles -The bear went over the mountain</p>	<p>6 Phonics rhymes:</p> <p>-Dinosaurs -Ten in a bed -Heads, shoulders, knees and toes -Hokey Cokey -Here we go round the mulberry bush -One man went to mow</p>

PHONICS- 3-4 years	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Listening, attention, memory, vocabulary and voice sounds	Listening, attention, memory, vocabulary, matching actions and developing voice sounds	Phonological awareness; Rhythm and rhyme, memory, vocabulary and developing voice sounds	Phonological awareness; Rhythm and rhyme, memory, vocabulary and developing voice sounds	Phonemic awareness; alliteration for hearing initial sounds in words, memory, vocabulary and developing voice sounds	Phonemic awareness, oral blending and segmenting-hearing sounds all through words, memory, vocabulary and developing voice sounds
	3-4 years- Observational Checkpoint: Can children identify a range of different signs? Do children know how to handle a book and turn the pages one at a time? Can children identify rhymes and clap syllables? Can children talk to an adult about a story that they have enjoyed? Can children write their name?					
Development Matters (Reception)	<u>Comprehension</u> Children will read and re-read a selection of books to build up their fluency, understanding and enjoyment.	<u>Comprehension</u> Children will read and re-read a selection of books to build up their fluency, understanding and enjoyment.	<u>Comprehension</u> Children will read and re-read a selection of books to build up their fluency, understanding and enjoyment.	<u>Comprehension</u> Children will read and re-read a selection of books to build up their fluency, understanding and enjoyment.	<u>Comprehension</u> Children will read and re-read a selection of books to build up their fluency, understanding and enjoyment.	<u>Comprehension</u> Children will read and re-read a selection of books to build up their fluency, understanding and enjoyment.
	<u>Word Reading</u> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	<u>Word Reading</u> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of a known letter-sound correspondences.	<u>Word Reading</u> Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them.	<u>Word Reading</u> Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words. Read some letter groups that each represent one sound and say sounds for them.	<u>Word Reading</u> Read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school's phonic programme Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	<u>Word Reading</u> Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words. Read a few common exception words matched to the school's phonic programmes.
	<u>Writing Composition</u> <u>Re-tell and labels-Fiction- Story with character focus</u> Oral retelling of story. Draw images and write labels to represent the story.	<u>Writing Composition</u> <u>Labels and captions- Fiction- traditional tale with character focus</u> To label a plan and attempt to write a simple caption.	<u>Writing Composition</u> <u>Recount Fiction- Journeys (retell with a story map)</u>	<u>Writing Composition</u> <u>Fiction- Recount</u>	<u>Writing Composition</u> <u>Fiction</u>	<u>Writing Composition</u> <u>Fiction- Rewrite</u>
	<u>Writing Transcription</u> Spell words by identifying the sounds and then writing the sounds with the letters. Forms some lower-case letters correctly.	To create a story map of the journey and write labels/captions/sentences describing the characters <u>Writing Transcription</u> Form some lower-case letters correctly.	To create a story map of the journey and write labels/captions/sentences describing the characters <u>Writing Transcription</u> Form some lower-case letters correctly.	To write a letter from the point of view of a character. -Attempt to write short sentences in meaningful contexts. -Use phonic knowledge to write words in ways which match spoken sounds -Apply taught diagraphs into writing.	To rewrite the story. To write a shortened version of the story. Use phonic knowledge to write words in ways which match spoken sounds. Spell some common irregular words. Write simple sentences which can be read by themselves and others	To rewrite the story. Write simple sentences which can be read by themselves and others (applying taught phonic sounds). Spell some common irregular words. Write phonetically plausible words. Key features of narrative in own writing. Have an awareness of capital letter and full stop when writing a simple sentence.

			-Write labels and captions. -Write CVC words. Writing Transcription Spell words by identifying the sounds and then writing the sounds with the letters. Form some lower-case letters correctly.	Write short sentences with words with known sound-letter correspondences. Spell words by identifying the sounds and then writing the sound with letter/s. Re-read what they have written to check that it makes sense.	Writing Transcription Form some lower-case letters correctly. Write short sentences with words with known sound-letter correspondences. Spell words by identifying the sounds and then writing the sound with letter/s. Re-read what they have written to check that it makes sense.	Apply taught digraphs and trigraphs into writing. Write words with adjacent consonants. Writing Transcription Form lower-case letters correctly. Spell words by identifying the sounds and then writing the sound with letters. Write short sentences with words with known sound-letter correspondences using a full stop. Re-read what they have written to check that it makes sense.	Writing Transcription Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letters. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
	Books - Reception UTW/PSED/ Literacy	The Colour Monster We Are Family Lullabyhullabaloo Whatever Next Pumpkin Soup Room on the Broom Magic Porridge Pot Goldilocks and the Three Bears Home- Carson Ellis Tree Leaf Man The Leaf Thief	-The Three Little Wolves and the Big Bad Pig -There's a Pig Up my Nose -Zog -Zog and the Flying Doctors -Not Now Bernard -What's in the Witch's Kitchen -Three Billy Goat's Gruff -The Christmas Story <u>Non-fiction books on:</u> -Winter -Kings and Queens -Diwali -Castles -Christmas celebrations	The Selfish Crocodile All Aboard for the Bobo Road Find me a Tiger The Tiger Who Came to Tea There's a Tiger in the Garden I love Chinese New Year Jack and the Beanstalk Little Red Hen A Dark, Dark Tale The Giant Jam Sandwich Leaf	The Pirates Next Door Commotion in the Ocean Ten Little Pirates How I Became a Pirate Where the Wild Things Are Grandad's Island Hansel and Gretel Chicken Licken Pirate Pete The Night Pirates Non-fiction- old vehicles Non-fiction- Spring/Easter	Red Rockets and Rainbow Jelly The Runaway Pea Never Show a T-Rex a Book Dinosaur Roar How Big is a Million? Gingerbread Man White Hen and the Fox Are the dinosaurs dead, dad? Billy and the Beast Volcanoes- non-fiction The Big Book of Dinosaurs- non-fiction Slow Down- 50 nature stories	Mommy, Mumma and Me Where's the Starfish? Can you Catch a Mermaid? Hello Lighthouse The Mousehole Cat The Snail and the Whale Tiddler That's Not My Shell Penguin Oliver's Milkshake Sea creatures-non-fiction Fruit-Non-fiction
	Drawing Club	Room on the Broom- book The Colour Monster- book Goldilocks and the Three Bears- tale Magic Porridge Pot- tale Mr Benn- Zookeeper- animation	Not Now Bernard- book What's in the Witch's Kitchen- book Three Billy Goats Gruff- tale The Three Little Pigs- tale Pink Panther- season 1 episode 1- animation Trapdoor- Breakfast- animation	Jack and the Beanstalk- tale Little Red Hen- tale A Dark, Dark Tale- book The Giant Jam Sandwich- book The Magic Roundabout- Bubbles- animation Willo' the Wisp- the thoughts of Moog- animation	Hansel and Gretel- tale Chicken Licken- tale Pirate Pete- book The Night Pirates- book Captain Pugwash- Monster Ahoy- animation	Gingerbread Man- tale White Hen and the Fox- tale Are the dinosaurs dead, dad?- book Billy and the Beast- book Roadrunner- animation	Tiddler- book Penguin- book Popeye- animation

	Poems- Reception	My Teddy Has a Fright- Fantastic First Poems Autumn poem Going to Sleep- Fantastic First Poems	World Nursery Rhyme week- different nursery rhymes given each year Humpty Dumpty- Fantastic First Poems Peas- Fantastic First Poems Ice- Fantastic First Poems Winter poem	-Crocodile- Rumble in the Jungle book -Tiger- Rumble in the Jungle book -Animal Voices (poem from Wriggle and Roar book) -The Pancake- Fantastic First Poems	-One Eyed Jack poem -Captain Patch the Pirate poem - Mother's Day poem -Hot Cross Buns -Chick, chick Chicken- song Easter -Spring poem	-Dinosaur, dinosaur, turn around -A dinosaur went stomping one day -I want to be a great big dinosaur	-Animals went in two by two -There Are Big Waves- Fantastic First Poems -Commotion in the Ocean- sea creatures- different ones Summer poem
	RWI PHONICS- Reception	Teach oral blending Teach Set 1 sounds- d a s m t o n p g l k u b c f e l h r j x y w z v Expectation- to read more than 16 sounds- group B but not yet orally blending.	Expectation- to read 25 set 1 sounds- group C. Can orally blend.	Expectation- to read all set 1 sounds speedily and read set 1 special friends- ch qu, sh, th ng nk- 31 sounds Ditties group	Expectation- to read all set 1 sounds speedily and read 6 set 1 special friends- ch qu, sh, th ng nk, ff, ll, ss, ck- 35 sounds Red group	Expectation- to read all set 1 sounds speedily and read 10 set 1 special friends- ch qu, sh, th ng nk, ff, ll, ss, ck- 35 sounds Green group	Expectation- to read all set 1 single sounds and special friends speedily. To read 6 set 2 sounds- oo, ee, ay, ow, oo, igh- 41 sounds Green/purple group
<p>Early Learning Goals- Comprehension: 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.</p> <p>Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>							
	Development Matters- (3-4 years)	<p>Number - Children will rote count to 5.</p> <p>Numerical Patterns- Children will sort by colour, size and object.</p> <p>Children will sequence events using language including first, then and after.</p> <p>Children will identify patterns around them such as stripes on clothes.</p>	<p>Number - Children will count 1:1 in correspondence to 5.</p> <p>Children will say one number for each item in order: 1, 2, 3, 4, 5</p> <p>Numerical Patterns- Children will compare big and small.</p> <p>Children will match objects that are the same.</p>	<p>Number - Children will show 'finger numbers' up to 5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total.</p> <p>Numerical Patterns- Children will use language including tall, long, short.</p> <p>Children will identify 2D shapes: circle, square, rectangle and triangle.</p> <p>Children will use language including sides, corners, straight, flat and round.</p>	<p>Number - Children will rote count to 10.</p> <p>Children will identify more/less and use language 'more than', 'fewer than'.</p> <p>Numerical Patterns- Children will identify 3D shapes: cube and cone.</p> <p>Children will use positional language including on top, under, next to and behind.</p>	<p>Number - Children will count in correspondence to 10.</p> <p>Children will subitise to 3.</p> <p>Numerical Patterns- Children will use language including light, heavy, full and empty.</p> <p>Children will make shape pictures using a tangram.</p> <p>Children will solve real world mathematical problems with numbers up to 5.</p>	<p>Number - Children will count recognise numbers 1, 2 and 3.</p> <p>Children will experiment with their own symbols and marks as well as numerals.</p> <p>Numerical Patterns- Children will make an ABAB repeating pattern.</p> <p>Children will notice and correct an error in a repeating pattern.</p> <p>Children will discuss routes and locations using words such as 'in front of' and 'behind'.</p>

3-4 years- Observational Checkpoint: Can children subitise to 3? Can children count in correspondence to 5? Can children rote count beyond 5? Can children compare quantities, size, length, weight and capacity? Can children talk about 2D and 3D shapes? Can children use positional language? Can children select shapes appropriately? Can children create a repeating pattern?								
UTW- RE	Development Matters- 3-4 years	NCETM- (Reception)	-Subitising within 3 -Focus on counting skills -Explore how all numbers are made of 1s -Focus on composition of 3 and 4 -Subitise objects and sounds - Comparison of sets - ‘just by looking’ -Use the language of comparison: more than and fewer than	-Focus on counting skills -Focus on the ‘five-ness of 5’ using one hand and the die pattern for 5 -Comparison of sets - by matching -Use the language of comparison: more than, fewer than, an equal number -Explore the concept of ‘whole’ and ‘part’ -Focus on the composition of 3, 4 and 5 -Practise object counting skills - -Match numerals to quantities within 10 -Verbal counting beyond 20	-Subitise within 5 focusing on die patterns -Match numerals to quantities within 5 -Counting – focus on ordinality and the ‘staircase’ pattern -See that each number is one more than the previous number -Focus on 5 -Focus on 6 and 7 as ‘5 and a bit’ -Compare sets and use language of comparison: more than, fewer than, an equal number to -Make unequal sets equal	-Focus on the ‘staircase’ pattern and ordering numbers - Focus on ordering of numbers to 8 -Use language of less than Focus on 7 -Doubles – explore how some numbers can be made with 2 equal parts -Sorting numbers according to attributes - odd and even numbers	-Counting – larger sets and things that cannot be seen - Subitising – to 6, including in structured arrangements -Composition – ‘5 and a bit’ -Composition - of 10 - -Comparison – linked to ordinality -Play track games	-Subitise to 5 -Introduce the rekenrek Review and Assess: -Automatic recall of bonds to 5 -Composition of numbers to 10 -Comparison -Number patterns -Counting
		SSM- Reception	-Repeating patterns- AB/AAB -Circles and triangles - 2D shapes- make picture and shape hunt - Positional language	- Squares and rectangles - Shape picture - Day and night - Sequencing an activity	- Comparing mass - Comparing capacity - Measuring time	- 3D shapes - Comparing length - Comparing height	- Tangrams - Match the shape pictures and models - Repeating patterns- ABBA	- Making new shapes with 2 right-angled triangles - Making new shapes with squares
Early Learning Goals- Number: 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. Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.								
UTW- RE	Development Matters- 3-4 years	People, Culture & Communities	Harvest Festival	People, Culture & Communities I can tell you about special events including Christmas. Children will learn about Hanukkah. Children will know that some people celebrate Diwali.	People, Culture & Communities Shrove Tuesday- make pancakes. Children find out about Chinese New Year. Chinese dancing and Chinese lanterns.	People, Culture & Communities I can tell you about special events including Easter. Children will know some people celebrate Easter.	People, Culture & Communities Continue developing positive attitudes about the differences between people.	People, Culture & Communities Continue developing positive attitudes about the differences between people.

UTW- History	Development Matters- 3-4 years	<p><u>Past and Present</u> Begin to make sense of own life-story and family history- Children will know they were a baby.</p> <p>Look at photos of when they were a baby.</p>	<p><u>Past and Present</u> Children will know about Poppy Day and Bonfire Night.</p>	<p><u>Past and Present</u> Children will know how London buses have changed over time.</p>	<p><u>Past and Present</u> Begin to make sense of own life-story and family history- Children will know about their family.</p>	<p><u>Past and Present</u> Children will look at old teddy bears and compare them to new ones.</p>	<p><u>Past and Present</u> Children will begin to understand that now they attend Pre-School but soon they will go to 'big school.'</p>
UTW- Geography	Development Matters- 3-4 years	<p><u>People, Culture & Communities</u> Name and describe people who are familiar to them.</p> <p>Name the village of Malpas, where they live.</p> <p>Talk about what they see using a wide range of vocabulary.</p> <p>Visit bakery in Malpas.</p> <p>Name and identify some different types of weather- rainy, windy, cloudy, sunny- ongoing</p>	<p><u>People, Culture & Communities</u> Name and identify some different types of weather- rainy, windy, cloudy, sunny- ongoing</p> <p>Talk about what they see using a wide range of vocabulary.</p>	<p><u>People, Culture & Communities</u> Recognise some environments that are different from the one in which they live- London.</p> <p>Name and identify some different types of weather- rainy, windy, cloudy, sunny- ongoing</p> <p>Talk about what they see using a wide range of vocabulary.</p>	<p><u>People, Culture & Communities</u> Contrasting cold area- Antarctic- look closely at penguins- different sizes</p> <p>Name and identify some different types of weather- rainy, windy, cloudy, sunny- ongoing</p> <p>Talk about what they see using a wide range of vocabulary.</p>	<p><u>People, Culture & Communities</u> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Look at where bears live in the world.</p> <p>Name and identify some different types of weather- rainy, windy, cloudy, sunny- ongoing</p> <p>Talk about what they see using a wide range of vocabulary.</p>	<p><u>People, Culture & Communities</u> Learn from visitors of various occupations inc. a plumber, farmer, vet, member of emergency services, author</p> <p>Talk about differences and similarities between themselves and people in their local community.</p> <p>Name and identify some different types of weather- rainy, windy, cloudy, sunny- ongoing</p> <p>Talk about what they see using a wide range of vocabulary.</p>
UTW- Science	Development Matters- 3-4 years	<p><u>The Natural World</u> Talk about what they see using a wide range of vocabulary</p> <p>Talk about the differences between materials and changes they notice- uncooked gingerbread dough/cooked gingerbread men.</p> <p>Talk about what they see using a wide vocabulary.</p>	<p><u>The Natural World</u> Use all their senses in hands-on exploration of natural materials.</p> <p>Talk about what they see using a wide vocabulary.</p>	<p><u>The Natural World</u> Winter- RSPB bird watching e.g. robin, pigeon, sparrow</p> <p>Children will know how materials change when melting- ice in winter, explore how to melt ice cubes.</p> <p>Explore collections of materials with similar and/or different properties e.g., pancake batter, cooked pancakes.</p> <p>Talk about what they see using a wide vocabulary.</p>	<p><u>The Natural World</u> Understand the key features of the life cycle of a butterfly. Use story 'The Very Hungry Caterpillar'.</p> <p>Plant seeds and care for growing plants- observe growth and decay over time.</p> <p>Live egg hatching- caterpillars to butterflies</p> <p>Children will make collections of natural materials to investigate and talk about.</p> <p>Talk about what they say using a wide vocabulary.</p>	<p><u>The Natural World</u> Explore how things work- wind-up toys, pulleys, sets of cogs with pegs and boards.</p> <p>Children will investigate light, dark and shadows. Use story 'Can't You Sleep Little Bear?'</p> <p>Talk about what they see using a wide vocabulary.</p>	<p><u>The Natural World</u> Children will explore and talk about forces including magnets, floating/sinking, and stretching.</p> <p>Focus on different vegetables.</p> <p>Talk about what they see using a wide vocabulary.</p>

	3-4 years Observational Checkpoint: Can children use their senses to explore? Can children make sense of their own life-story and family history? Can children understand the key features of the life cycle of a plant and an animal? Do children show an interest in different occupations? Can children talk about differences between materials and changes they notice? Can children talk about different countries in the world?						
UTW- RE	Development Matters- Reception	<u>People, Culture & Communities</u> Children will learn about Rosh Hashanah- September Harvest Festival- different places around the world- where does the food come from? What is the Bible?	<u>People, Culture & Communities</u> Christianity- Nativity- Jesus is a special person for Christians and I can tell you about his birth. Children will know the Christmas story. Children will know the story of Diwali- November	<u>People, Culture & Communities</u> Recognise that people have different special celebrations and celebrate in different ways. Shrove Tuesday – Learn about Lent. Chinese New Year- The Year of the Rabbit- taste Chinese food. Chinese money envelopes. Chinese New Year story. Read story ‘I love Chinese New Year’.	<u>People, Culture & Communities</u> Recognise that people have different beliefs and celebrate special times in different ways. Christianity- Children will know the Easter story. Why is it a sad and happy time?	<u>People, Culture & Communities</u> Understand that some places are special to members of their community- visit St. Oswald’s church. Invite visitors in from different religious and cultural communities. What happens in a church?	<u>People, Culture & Communities</u> Recognise that people have different beliefs and celebrate special times in different ways. Noah’s Ark story What do Christians believe about God? How do Muslims celebrate Eid?
UTW- History	Development Matters- Reception	<u>Past and Present</u> Children will know how they have changed from being a baby to being 4/5. Children will talk about members of their immediate family and community.	<u>Past and Present</u> Children will know that Remembrance Day is to remember soldiers who died in the war. Learn about King Charles and Queen Elizabeth. Look at King’s birthday. Children will learn about the different castles in the area.	<u>Past and Present</u> Children will know who David Attenborough is and why he is important.	<u>Past and Present</u> Comment on images of familiar situations in the past- Learn about old vehicles- penny farthing, steam train, vintage bus, vintage car, old ship and identify similarities and differences.	<u>Past and Present</u> Children will know who Mary Anning is and why she is important.	<u>Past and Present</u> Children will look at images of seaside holidays from the past and present and identify similarities and differences.
UTW- Geography	Development Matters- Reception	<u>People, Culture & Communities</u> Autumn walk around village. Talk about members of their immediate family and community. Name and describe people who are familiar to them e.g., police, fire service, doctors, teachers, shop staff, hairdressers. Talk about where we live- homes	<u>People, Culture & Communities</u> Children to find out about St Andrew’s Day and how we celebrate it. Understand the effect of changing seasons on the natural world around them. Name and identify some different types of weather- hail, snow, thunderstorm, blustery, temperature, hot/cold, appropriate clothing.	<u>People, Culture & Communities</u> Contrasting cold climate location- Arctic. Winter walk around village.	<u>People, Culture & Communities</u> Children will find out about St David’s Day and how we celebrate it. Children will find out about St Patrick’s Day and how we celebrate.	<u>People, Culture & Communities</u> Can I explore, notice and describe things in my local environment? Can I talk about where I live (address) and how I travel to school? Draw map of immediate environment. Children will find out about St George’s Day and how we celebrate it.	<u>People, Culture & Communities</u> Contrasting hot climate location- Africa. Identify similarities and differences between life in Malpas and life in Africa. Identify typical weather in Summer.

UTW- Science	Development Matters- Reception	<p><u>The Natural World</u> Describe what they see, hear and feel whilst outside.</p> <p>Explore the natural world around them.</p> <p>Understand term ‘nocturnal’ and learn about examples of nocturnal animals.</p> <p>Understand the effect of changing seasons on the natural world around them- AUTUMN. Songs/poems linked to Autumn.</p> <p>Autumn walk around Malpas to identify signs of Autumn.</p>	<p><u>The Natural World</u> Describe what they see, hear and feel whilst outside.</p> <p>Explore the natural world around them.</p> <p>Understand the effect of changing seasons on the natural world around them- WINTER- songs/poems linked to Winter.</p> <p>Observe and interact with natural processes such as ice melting.</p>	<p><u>The Natural World</u> Describe what they see, hear and feel whilst outside.</p> <p>Explore the natural world around them.</p> <p>RSPB bird watching.</p> <p>Look at how animals behave differently in Winter, including hibernation.</p> <p>Lifecycle of a frog.</p> <p>Winter walk around Malpas to identify signs of Winter.</p>	<p><u>The Natural World</u> Describe what they see, hear and feel whilst outside.</p> <p>Explore the natural world around them.</p> <p>Understand the effect of changing seasons on the natural world around them- SPRING- songs/poems linked to Spring.</p> <p>Spring walk around Malpas to identify signs of Spring.</p> <p>Identify different materials.</p> <p>Know what material a magnet picks up.</p>	<p><u>The Natural World</u> Describe what they see, hear and feel whilst outside.</p> <p>Explore the natural world around them.</p> <p>Understand how to care for a plant.</p> <p>Recognise familiar plants.</p> <p>Lifecycle of a plant.</p>	<p><u>The Natural World</u> Describe what they see, hear and feel whilst outside.</p> <p>Explore the natural world around them.</p> <p>Understand the effect of changing seasons on the natural world around them- SUMMER- songs/poems linked to Summer.</p> <p>Summer walk around Malpas to identify signs of Summer.</p> <p>Focus on healthy eating and fruit.</p> <p>Observe and interact with natural processes such as a boat floating on water.</p>
		<p><u>Early Learning Goals- Past and Present:</u> 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.</p> <p><u>People, Culture and Communities:</u> 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, nonfiction texts and (when appropriate) maps.</p> <p><u>The Natural World:</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					
Expressive Arts & Design	Development Matters (3-4 years)	<p><u>Being Imaginative and Expressive</u> Remember and sing entire songs</p> <p>Play instruments with increasing control to express their feelings and ideas- wood block, claves, guiro</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p>	<p><u>Being Imaginative and Expressive</u> Remember and sing entire songs</p> <p>Play instruments with increasing control to express their feelings and ideas- triangles, cymbals, bells, xylophone, tambourine</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p><u>Being Imaginative and Expressive</u> Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs.</p> <p>Topic songs: -Wheels on the Bus -London Bridge is Falling Down</p> <p>Big Ben clock chiming- play instrument to the beat of the clock chimes</p>	<p><u>Being Imaginative and Expressive</u> Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs.</p> <p>Topic songs: -Old MacDonald Had a Farm -Chick, Chick Chicken -Mary Had a Little Lamb</p> <p>Explore a range of multi-cultural instruments and name them.</p>	<p><u>Being Imaginative and Expressive</u> Create their own songs or improvise a song around one they know.</p> <p>Topic song: -How much is that doggy in the window? Improvise by changing pet name in song.</p> <p>Play instruments with increasing control e.g. rhythm, to express their feelings and ideas</p>	<p><u>Being Imaginative and Expressive</u> Create their own songs or improvise a song around one they know.</p> <p>Topic songs: Make up own songs.</p> <p>Play instruments with increasing control e.g. pitch, to express their feelings and ideas</p> <p>Begin to develop complex stories using small world</p>

	<p>Domestic role play- add in baking materials.</p> <p>Explore different materials freely to develop their ideas about how to use them and what to make.</p> <p><u>Creating with Materials</u> Join different materials using glue.</p> <p>‘The Dot’ story artwork</p> <p>Explore and recreate art in the style of Jackson Pollock.</p> <p>Know how to draw horizontal lines.</p>	<p><u>Creating with Materials</u> Join different materials using glue.</p> <p>Use drawing to represent ideas like movement or loud noises- firework pictures for Bonfire Night</p> <p>Know how to draw vertical lines.</p>	<p>Listen with increased attention to sounds.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park- make ‘toy town’.</p> <p><u>Creating with Materials</u> Join different materials using masking tape.</p> <p>Explore colour and colour mixing</p> <p>Know how to draw closed shapes with continuous lines such as circles.</p>	<p>Talk about what the sound reminds them of.</p> <p>Introduce rain maker and discuss what it reminds you of- instruments for different weather- rainy, cloudy, sunny, cloudy (sound represents as image)</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p><u>Creating with Materials</u> Join different materials using masking tape.</p> <p>Explore colour and colour mixing.</p> <p>Know how to draw diagonal lines.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses, etc.</p> <p><u>Creating with Materials</u> Join different materials using paperclips.</p> <p>Explore different textures</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>equipment like animal sets, dolls and doll houses, etc.</p> <p><u>Creating with Materials</u> Join different materials using paperclips.</p> <p>Explore different textures</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Make vegetable pictures in the style of Giuseppe Arcimboldo.</p> <p>Show different emotions in their drawings- happiness, sadness, fear, etc</p>
<p><u>3- 4 years Observational Checkpoint:</u> Can children take part in pretend play? Can children create using different materials? Can children develop their own creative ideas by drawing and painting? Can children perform a range of songs? Can children play instruments to express their own ideas?</p>						
Development Matters (Reception)	<p><u>Being Imaginative and Expressive</u> Sing in a group or on their own, increasingly match the pitch and following the melody.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Know how to tap/clap along to a rhythm.</p> <p>-Pat-a-cake -1, 2, 3, 4, 5, Once I Caught a Fish Alive -This Old Man -Five Little Ducks -Name Song -Things For Fingers</p>	<p><u>Being Imaginative and Expressive</u> Sing in a group or on their own, increasingly match the pitch and following the melody.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Know how to tap/clap along to a rhythm.</p> <p>-I’m A Little Teapot -The Grand Old Duke Of York -Ring O’ Roses -Hickory Dickory Dock -Not Too Difficult -The ABC Song</p>	<p><u>Being Imaginative and Expressive</u> Sing in a group or on their own, increasingly match the pitch and following the melody.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Experiment with different ways of playing instruments.</p> <p>-Wind The Bobbin Up -Rock-a-bye Baby -Five Little Monkeys Jumping On The Bed -Twinkle Twinkle -If You’re Happy and You Know It</p>	<p><u>Being Imaginative and Expressive</u> Sing in a group or on their own, increasingly match the pitch and following the melody.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Experiment with different ways of playing instruments.</p> <p>-Old Macdonald -Incy Wincy Spider -Baa Baa Black Sheep -Row, Row, Row Your Boat -The Wheels On The Bus -The Hokey Cokey</p>	<p><u>Being Imaginative and Expressive</u> Sing in a group or on their own, increasingly match the pitch and following the melody.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>-Big Bear Funk</p>	<p><u>Being Imaginative and Expressive</u> Sing in a group or on their own, increasingly match the pitch and following the melody.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Revisit songs: -Big Bear Funk -Baa Baa Black Sheep -Twinkle Twinkle -Incy Wincy Spider -Rock-a-bye Baby -Row, Row, Row Your Boat</p>

	<div>Cultural Capital Curriculum Map- EYFS</div> <div><div>• Residential visits</div><div>• In school visitors</div><div>• Additional blocked curriculum activities/first-hand experiences</div><div>• Off site visits</div><div>• Clubs including sports teams</div><div>• Engagement with parents</div></div>						
	3-4 years	<div>-Bakery in village</div> <div>-Art Exhibition</div> <div>-Make gingerbread</div>	<div>-Diwali visitor</div> <div>-Father Christmas visitor</div> <div>-Visit Bumble Bees</div> <div>-Christmas songs</div>	<div>-Make pancakes</div>	<div>-Watch their own caterpillar change into a butterfly</div>		<div>-Different occupations e.g. vet, plumber, police</div> <div>-Park Visit</div> <div>-Sports Day</div>
	Reception	<div>-People who help us- Doctor from village surgery, police officer</div> <div>-Autumn Walk around village</div> <div>-Making porridge</div> <div>-RWI Reading meeting</div>	<div>-Fire station visit</div> <div>-Christmas trees- Threapwood</div> <div>-Pantomime in school</div> <div>-Make Christmas tree biscuits</div> <div>-Stay and Play</div> <div>-Nativity</div>	<div>-Winter walk around village</div> <div>-Pancake Day- make and eat pancakes</div> <div>-Valentine's Day- make Valentine's biscuits</div> <div>-Make jam sandwiches</div> <div>-Lego Club</div>	<div>-Vehicles to school e.g. tractor, bus</div> <div>-Pilot/bus driver</div> <div>-Ride on horse drawn canal boat and see steam train- Llangollen</div> <div>-Spring walk around village- library visit</div> <div>-Pirate dressing-up day</div> <div>-Lego Club</div>	<div>-Visit St Oswald's church- R.E.</div>	<div>-Beach visit</div> <div>-Summer walk around village</div> <div>-Make fruit skewers</div> <div>-Sports Day</div>