


Old Basford School – EYFS Curriculum Document

In EYFS we help develop the children to be...



adventurous sensitive creative friendly

independent co-operative

talkative inquisitive curious

risk taking receptive well adjusted

resilient self confident humorous affectionate

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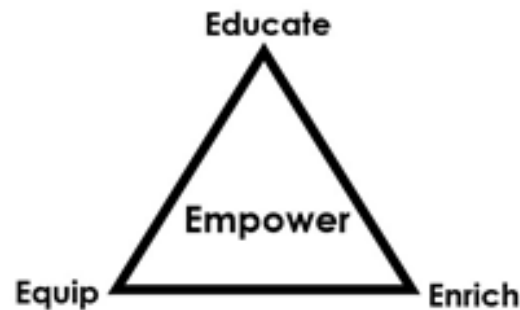
Old Basford School – EYFS Curriculum Document

Intent:

At Old Basford School it is our philosophy in the Foundation Stage, to provide a caring, safe and stimulating environment where young children feel happy and secure as they make their first important steps in learning. All children are unique and we want all children to feel special, valued and that they are able to express themselves. Our priority at the beginning of the Early Years learning journey is to establish strong bonds with children and their families. We aim to nurture friendships and foster an ethos of sharing, taking turns and working together as our children merge together from their variety of pre-nursery experiences.

We want our children to become independent in their learning and self-care. We aspire for children to be good communicators who can express their needs and wishes, listen to others, name feelings and regulate their emotions. We aim to nurture responsible and confident learners who are willing to take risks and demonstrate resilience where problems arise. We want children to be inquisitive and have a thirst for learning. We aim to nurture and develop a love of learning that can be experienced in all weathers and where there is fun in every day! We strive to weave in real-life experiences and opportunities in the community to give learning real purpose. We foster an ethos where children's achievements are celebrated and they can feel proud of themselves.

We offer an EYFS curriculum that provides opportunities to educate, equip, enrich and empower our children, giving them a love of learning, building on children's own interests and curiosities, following the schools 4 E's vision, ensuring 'school readiness' for when the children transition to KS1.



We educate our children and give them the knowledge that they need.

We equip our children with the skills that they require.

We enrich our provision with opportunities that inspire and motivate.

When we have educated, equipped and enriched our children we will empower them with the desire to be lifelong learners.

Implementation:

At Old Basford School we meet the welfare requirements set out in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children. It is good practice in our setting to involve all staff in the planning of the curriculum, providing a high quality, broad and balanced Early Years curriculum for all children, with good progression and continuity across all three phases (N1, N2 and F2).

We understand that Emotional Health and Wellbeing is the foundation to all learning. All staff are trained in Emotion Coaching and use these techniques to support children in dealing with their 'big emotions'. We use a positive behaviour management system involving reminders, reflection, support to regulate feelings and restorative conversation when needed. Jigsaw PHSE is used each week to support emotional literacy, social skills and wellbeing from the outset. All this is supported by our 'Proud Promise' which channels the characteristics of effective learning and is central to our safe and happy learning environment.

We deliver our curriculum through well planned and resourced continuous provision set up using the Early Excellence model. This is supported by short adult directed group times. The indoor and outdoor learning environments are well resourced and items are labelled with photographs and words to encourage independence in selecting items and tidying them away. The Early Years Unit is language rich through the use of songs, nursery rhymes, stories and providing time for high quality interactions between adults and between peers. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn collaboratively, manage their feelings and ask questions through skilled adult facilitated play. The youngest children in our setting focus on developing the prime areas of learning as a solid foundation to all future learning. The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. We aim to give learning real purpose. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests or what is happening in the community and wider world.

We are proud of our unique and diverse school community. We teach our pupils to respect and understand our rich diversity of people and cultures through activities and experiences in the setting and through the celebration of events important to each of our families. Through Quality First Teaching, we nurture and develop a love of learning and offer equality of opportunities to all children irrespective of gender, race, social class or Special Educational Needs. We work closely with our SENCO to ensure early intervention where learning needs are identified and to support children with SEND and their families.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations, interactions and in-depth knowledge of the children acquired through ongoing assessment. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and become confident communicators. Where children have English as an additional language, adults provide opportunities and support to develop their English as well as using their home language. Ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year. Some of these assessments are recorded using the Tapestry Online Learning Journal. This allows learning to be shared with parents and also for parents to share experiences and achievements from home resulting in a wonderful overview of each individual child. We assess all F2 children at the beginning of the academic year using the RBA and report to parents at the end of F2 against the ELGs.

We are proud of the excellent working partnerships we build with parents. Whether meeting at our Seedlings sessions for new nursery starters, or at our parent information sessions at the beginning of F2, we recognise and value parents as the child's first educators. Our aim for a strong partnership with parents continues throughout their learning journey through meet and greet at drop off or collection times, communications about learning through the Tapestry learning journal app, parent workshops, parent evenings, achievement assemblies, weekly news, year group website pages and other events throughout the year.

Communication and Language

At Old Basford School we recognise that communication and language is the key to all areas of learning and development. We want our children to achieve their potential and this area of learning immediately becomes a key focus. We pride ourselves on building strong relationships with our children and this leads to high quality interactions between adults and children. We provide a language rich environment where children have extensive opportunities to develop their communication and language skills and embed them through play, conversation and story-telling. We are passionate about early support and within the Early Years team we have carefully chosen interventions in place if needed.

Personal, Social and Emotional Development

At Old Basford School, we pride ourselves on the relationships we build. Our children observe positive relationships within the staffing team from the outset. We have a passionate Early Years team who are able to form strong bonds with each unique child. The children can learn to understand their own feelings and those of others and with support they form wonderful friendships. All of these relationships form what has become affectionately known as the 'The OBS Family'. Within the safety of our school family, the children can develop a positive sense of themselves. Our safe learning environment provides opportunity to build resilience and determination as they can take risks in their learning without the fear of failure. We monitor the levels of engagement and wellbeing within the setting and we use the Jigsaw programme as part of a whole school approach to the teaching of PHSE, Health and Wellbeing. This is a progressive scheme of work aiming to prepare children for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world. Through 'Calm Time', children begin to learn the early skills of mindfulness from the outset. We know that Personal, Social and Emotional Development underpins all learning and achievements and that is why it is the priority in our setting.

Physical Development

Physical activity is vital for children's all-round development, enabling them to pursue happy, healthy and active lives. We are very fortunate at Old Basford School to have a large and well-established outdoor provision, perfect for sensory explorations. Our indoor and outdoor continuous provision provide a wealth of opportunities to develop gross and fine motor skills. Through interactions with adults, children are able to develop their strength, balance, co-ordination, precision and control. Children are able to strengthen their core muscles through physical play on the trim trail, and they learn about the world around them by spending time outdoors in our natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit, digging pit, den and camping & building areas, among others. We recognise the value of physical development not only in developing early literacy skills but also its importance to overall health and wellbeing.

Literacy

The EYFS team take pride in nurturing a love of literacy. We are a book loving setting and immerse the children in a love of rhymes and stories from the outset. We follow the Rocket Phonics programme to deliver high quality phonics teaching and our curriculum is supported by well-chosen texts that create excitement and a thirst for knowledge. We use 'Helicopter stories' and 'Talk for Writing' techniques to support our children to develop into confident story tellers, story readers and writers. We include 'Word of the Day' within our daily routine to add to our language-rich environment and develop vocabulary. Reading and writing is interwoven within our continuous provision and our curriculum is designed to provide a wealth of opportunities for purposeful writing. Children are keen to achieve our reading rewards and complete reading challenges which they can achieve by reading with loved ones at home.

Mathematics

We recognise that developing a strong grounding in number is the foundation for children to excel mathematically. Within the EYFS setting at Old Basford, we use the maths mastery approach. At the heart of maths mastery is the belief that all children can and should achieve success in mathematics. The children develop their mathematical thinking through direct teaching and exploration of the maths mastery and number sense approach. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. The children learn and move on together with children who are ready beginning to explore concepts more deeply rather than moving on to different topics. We work hard on developing reasoning skills and children become confident to explain their mathematical thinking and solve problems. There are many opportunities to develop mathematical skills within their play within the indoor and outdoor continuous provision.

Understanding of the World

Through Understanding of the World, we guide our children in making sense of the physical world and their community. Our school motto is 'Opportunities Bring Success'. Through the range of opportunities and experiences we provide, including visitors from the community or trips in the locality, the children increase their knowledge and sense of the world around them. We are fortunate that our school serves a diverse community and that we are able to learn more about the world through each unique family, from different countries and faiths to customs and traditions. We enrich our learning in this area through the use of high-quality texts including stories, non-fiction, thymes and poems.

Expressive Arts and Design

The development of children's cultural and artistic awareness supports their imagination and creativity. Through our teaching and continuous provision, children have daily opportunities to engage in the arts and a chance to play and explore with a wide range of materials. Children become immersed in pretend and small world play, role-play, music performance and art and design projects in our workshop areas. Our children are exposed to a variety of music genres through the use of our music programme 'Charanga' and 'Musician of the Month'. Children are also invited to work on optional topic creative projects at home and are delighted to see these proudly displayed in school. Old Basford School are proud to be a lead associate school with the Royal Shakespeare company. Each year we join the whole school focus on a text and enjoy many drama, dance, music and art opportunities as a result.

Curriculum Supporting Documents

At Old Basford School we use Development Matters, Birth to Five Matters and the Early Learning Goals as guidance to support the carefully planned curriculum we have designed and created especially for the children in our school community. These documents provide an overview of how children learn and develop and they guide our team to make informed decisions based on what each individual child needs to learn and be able to do next. As parents and teachers, we all know that children are unique and that learning and development happens at different paces. This is why these supporting documents never replace our professional judgement. We form strong bonds with children and families and work together to ensure each child makes progress on their learning journey with us.



Foundation Stage – Curriculum Overview

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FOUNDATION 1 KEY STORIES & TEXTS <i>Trad tales in green / T4W texts in orange</i>		The Enormous Turnip Brown Bear	Chicken Licken Dear Santa	The Three Billy Goats Gruff Pete the Cat and his Four Groovy Buttons	Dear Zoo Walking Through the Jungle	Jack and the Beanstalk Jasper's Beanstalk	Dinosaur Dance We're Going on a Bear Hunt
KEY VOCABULARY	Tier 1	Once, first, one, day, end. <i>old, man, woman, little, boy, girl, cat, dog, pull, red, yellow, blue, green, purple, white, black, bird, cat, dog, see</i>	Once, first, one, day, end. <i>sky, fall, acorn, chicken, hen, fox, king, Santa, wrapped, small, big, mask, trumpet,</i>	Once, first, one, day, end. <i>small, big round, pop, roll, rolled, shirt</i>	Once, first, one, day, end. <i>pet, big, tall</i>	Once, first, one, day, end. <i>mum, Jack, hen, cow, cloud, eggs, long, time</i>	Once, first, one, day, end. Bear hunt, big, day, grass, river, mud, forest, snowstorm, cave, bear <i>Dance, dinosaur, blue, red, tap, flap</i>
	Tier 2	Then, next, after, before, second, last, finally, later on, <i>medium, grass, bridge, river, goat, duck, horse, frog, sheep, goldfish, teacher, children, looking</i>	Then, next, after, before, second, last, finally, later on <i>Goose, turkey, drake, cockerel, special, bouncy, scary, Christmas</i>	Then, next, after, before, second, last, finally, later on <i>mouse, turnip, seeds, field, plant, grew, buttons, favourite, colourful, another, belly button</i>	Then, next, after, before, second, last, finally, later on, <i>zoo, elephant, giraffe, lion, camel, grumpy, snake, scary, monkey, naughty, frog, jumpy, puppy, perfect, creeping, jungle, walking, tiger, running, leaping, swinging, running, crocodile</i>	Then, next, after, before, second, last, finally, later on, <i>giant, castle, poor, magic, beans, beanstalk, axe, harp, golden, dug, planted, slugs, snails, watered, waited, later, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</i>	Then, next, after, before, second, last, finally, later on, <i>Beautiful, scared, wavy, over, under, through, shiny, furry,</i>
	Tier 3	However, although, again, sudden, meantime, <i>hooves, valley, troll</i>	However, although, again, sudden, meantime, <i>Eve</i>	However, although, again, sudden, meantime, <i>groovy</i>	However, although, again, sudden, meantime, <i>jungle, wading, fierce</i>	However, although, again, sudden, meantime, <i>raked, sprayed, hoed, mowed</i>	However, although, again, sudden, meantime, <i>stegosaurus, Brontosaurus, Triceratops, Pterodactyl, velociraptor, tyrannosaurus Rex, Iguanodon</i>
ENRICHMENT & PARENT ENGAGEMENT		Story Session	Seedlings sessions Christmas Performance Christmas Crafts	Story Session	Seedlings sessions Mother's Day Event Easter Bonnet Parade	Story Session	Seedlings sessions Graduation Ceremony Sports Day
TOPIC / THEME		Me and My Community (what is special about us & starting school) Everyday Heroes (people who help us)	Seasons / Celebrations (Bonfire night, Diwali, Autumn/winter, Christmas)	Space	Dinosaurs	Wild animals	Changes (environment, animals, school)
Drawing club texts, videos and traditional tales		Not now Bernard, 3 Billy goats, Wacky Races, we're going on a bear hunt, Goldilocks, Mr Benn	Room on the broom, Jack and the beanstalk, Roadrunner, Penguin, Little red hen, The Christmas Pine	Pink Panther, Chicken Licken, Little Rabbit foo foo, Popeye, The magic porridge pot, Whatever next	A dark dark tale, The gingerbread man, Trap door, The case of the Bingle Bongle Bit	T.B.C.	T.B.C.
KEY VOCABULARY	Tier 1	Home, family, mum, dad, brother, sister, help	<i>Fun, play, happy</i>	<i>Big, small, long, short, sun, day, night</i>	<i>Dig, egg, old, bone, big, small, long, short</i>	T.B.C.	T.B.C.
	Tier 2	Community, fire engine, paramedic	<i>Weather, Diwali, Christmas, celebrate, festival, bonfire</i>	<i>Space, planet, moon, Earth</i>	<i>Dinosaur, enormous, giant, extinct</i>	T.B.C.	T.B.C.
	Tier 3	Individual, unique, emergency	<i>Christian, Hindus, Sikhi, Diva lamp</i>	<i>astronaut spaceship, crater, constellation, galaxy</i>	<i>herbivore, carnivore, skeleton, fossil, palaeontologist, extinct</i>	T.B.C.	T.B.C.
ENRICHMENT & PARENT ENGAGEMENT		<i>Parent</i> workshops – *Induction meeting *Maths Tapestry home learning activities	Firefighter / Maggie / paramedic visit Pupil progress meeting Achievement assembly Christmas performance and party Tapestry home learning activities	Tapestry home learning activities	Pupil progress meetings Easter Bonnet Parade Achievement assembly Tapestry home learning activities	VISIT – White Post Farm F2 Parent event - TBC Tapestry home learning activities	Sports day Achievement assembly Tapestry home learning activities

The following pages set out the skills and knowledge for the 7 areas of learning across the year. Many of these will take place throughout the year but are identified as to where they are key within the six half terms.

Literacy

Reading / Writing / Phonics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>Nursery Skills</p> <p>N1</p>			<p>To listen to a short story.</p> <p>To mark make using a range of resources.</p> <p>To join in with actions and words when signing familiar nursery rhymes as part of a group.</p> <p>To be introduced to print and that it holds meaning</p> <p>To know that their name can be represented in print</p> <p>With support, listen to and recognise some environment sounds</p>	<p>To listen to a short story</p> <p>To be able to mark make and identify their marks (e.g. red/ line/ dot)</p> <p>To join in with actions and words when signing familiar nursery rhymes as part of a group.</p> <p>To be introduced to print and that it holds meaning</p> <p>To know that their name can be represented in print</p> <p>With support, listen to and recognise some environment sounds</p>	<p>To listen to a short story</p> <p>To be able to mark make and start to give meaning to their marks (e.g. me, Mummy/ Daddy/ name...).</p> <p>To clap out the syllables in their own name as part of a group</p> <p>To join in with actions and words when signing familiar nursery rhymes as part of a group.</p> <p>To know that their name starts with a sound</p> <p>To know that their name can be represented in print</p> <p>With support, listen to and recognise some environment sounds</p>	<p>To listen to a short story</p> <p>To be able to mark make and start to give meaning to their marks (e.g. me, Mummy/ Daddy/ name...).</p> <p>To clap out the syllables in their own and other names as part of a group</p> <p>To sing some nursery rhymes from memory</p> <p>To know that their name and other words can be represented in print</p> <p>To say the initial sound in their name</p> <p>To begin to recognise some familiar text e.g supermarket logos</p>
<p>N2</p>	<p>To listen to short stories</p> <p>To be able to mark make and give meaning to their marks (e.g. me, Mummy/ Daddy/ name...).</p> <p>To clap out the syllables in their name and short words as part of a group</p> <p>To sing a few nursery rhymes from memory</p> <p>To know that their name and other words can be represented in print</p> <p>To say the initial sound in their name</p> <p>To know print is read from left to right and top to bottom</p> <p>To begin to recognise some familiar text e.g supermarket logos</p>	<p>To listen to and say key/ repeated words in stories</p> <p>To mark make for a purpose and be able to talk about the marks e.g 'I'm drawing a dog/ this is my name.'</p> <p>To know the initial sound in their name</p> <p>To clap out the syllables in words as part of a supported group</p> <p>To sing some nursery rhymes from memory</p> <p>To recognise rhyming words with support</p> <p>To draw large lines, circles, waves etc as part of a group.</p> <p>To recognise their name in print with a photo for support</p>	<p>To talk about familiar stories</p> <p>To mark make for a purpose and be able to talk about the marks e.g 'I'm drawing a dog/ this is my name.'</p> <p>To know the initial sound in their name</p> <p>To begin to clap out the syllables in words independently</p> <p>To begin to form the first letter in their name correctly</p> <p>To recognise rhyming words with support</p> <p>To recognise their name in print with a photo for support</p>	<p>To talk about familiar stories and key events</p> <p>To mark make for a purpose and be able to talk about the marks e.g 'I'm drawing a dog/ this is my name.'</p> <p>To begin to explore initial sounds in familiar words.</p> <p>To begin to clap out the syllables in words independently</p> <p>To know and recite a range of nursery rhymes as part of a group.</p> <p>To recognise their name in print with a photo for support</p> <p>To recognise rhyming words with support</p>	<p>To talk about and retell familiar stories</p> <p>To predict what happens next in a story using key vocabulary with support</p> <p>To begin to recognise when words start with the same sound</p> <p>To find and identify familiar letters, e.g. letters in their names.</p> <p>To adapt a familiar nursery rhyme e.g the wheels on the tractor...</p> <p>To represent their name by beginning to write the first letter correctly</p> <p>To recognise rhyming words</p> <p>To begin to orally blend CVC words</p>	<p>To talk about and retell familiar stories</p> <p>To predict what happens next in a story using key vocabulary with support</p> <p>To hear initial sounds in words with support</p> <p>To orally blend CVC words</p> <p>To recognise rhyming words and continue a rhyming string with support</p> <p>To recognise familiar logos and labels within the environment.</p> <p>To start to use their phonetic knowledge in their early writing e.g m for Mummy</p> <p>To retrieve information from books/ internet</p>

	To match animal sounds to the correct animal with some support	To match animal sounds to the correct animal				
Reception Skills	To listen to and hear initial sounds in familiar words.	To read individual letters by saying the sounds for them.	To read some letter groups that represent one sound.	To write a simple sentence that has been given to them verbally by an adult.	To think of and write a short, simple sentence.	To begin to construct several simple sentences.
	To begin to hear end sounds in words. To begin to form letter shapes linked to the sounds taught in phonics.	To blend sounds into words to read short words. To listen to and hear sounds in CVC words. To identify sounds on a sound mat. Listens to familiar stories and able to recall facts. To read a few common exception words matched to the phonics scheme.	To listen to and hear sounds in CVC and CVCC words. To listen to stories and is beginning to anticipate what may happen next. To identify taught sounds on a sound mat and to use this when writing. Write a few simple words together to begin to form a short sentence.	To innovate a familiar story and retell. To listen to stories and is beginning to anticipate what may happen next. To read simple phrases and sentences made up of words with known letter sound correspondence and CE words. To form lower and upper case letters confidently.	To check written work and making any changes where necessary. To spell words by identifying the sound and writing the corresponding letters. To understand what has been read and answer questions about a text. To begin to write sentences using full stops and capital letters.	To apply known sound knowledge when segmenting to write independently. To check written work and making any changes where necessary. To write sentences using full stops and capital letters. To innovate a familiar story by writing their own. To understand what has been read and answer questions about a text.
Nursery Knowledge N1			To know some stories. To understand how to make marks with resources. To know some actions for basic nursery rhymes To know that print holds meaning To know that their name can be represented in print To know and recognise some environment sounds	To know some stories. To understand how to mark make and identify their marks To know some actions for basic nursery rhymes To know that print holds meaning To know that their name can be represented in print To know and recognise some environment sounds	To know some stories. To know that marks give meaning To know how to clap out the syllables in their own name as part of a group To know some actions and words when signing familiar nursery rhymes. To know that their name starts with a sound To know that their name can be represented in print To know and recognise some environment sounds	To know some stories. To know that marks give meaning To know how to clap out the syllables in their own name as part of a group To know some nursery rhymes from memory To know that their name and other words can be represented in print To say the initial sound in their name To recognise some familiar text e.g supermarket logos

<p style="text-align: center;">N2</p>	<p>To know that text has a meaning.</p> <p>To know that making marks conveys meaning</p> <p>To know how to clap out the syllables in their own name as part of a group</p> <p>To know a few nursery rhymes from memory</p> <p>To know that their name and other words can be represented in print</p> <p>To know the initial sound in their name</p> <p>To know print is read from left to right and top to bottom</p> <p>To know some familiar text e.g supermarket logos</p> <p>To know and identify animal sounds</p>	<p>To know some key/ repeated words in stories</p> <p>To know that making marks conveys meaning and talk about it</p> <p>To know the initial sound in their name</p> <p>To know how to clap out the syllables in their own name as part of a group</p> <p>To sing some nursery rhymes from memory</p> <p>To know some rhyming words</p> <p>To know how to produce some simple marks</p> <p>To know what their name looks like in print</p> <p>To know and identify animal sounds</p>	<p>To know some familiar stories</p> <p>To know that making marks conveys meaning and talk about it</p> <p>To know the initial sound in their name</p> <p>To know how to clap out the syllables in words independently</p> <p>To know how to form the first letter in their name correctly</p> <p>To know some rhyming words</p> <p>To know what their name looks like in print</p>	<p>To know some familiar stories and key events</p> <p>To know that making marks conveys meaning and talk about it</p> <p>To know some initial sounds in familiar words.</p> <p>To know how to clap out the syllables in words independently</p> <p>To know and recite a range of nursery rhymes as part of a group.</p> <p>To know what their name looks like in print</p> <p>To know some rhyming words</p>	<p>To know and retell familiar stories</p> <p>To understand how to make predictions about a story</p> <p>To know some words start with the same sound</p> <p>To know familiar letters, e.g. letters in their names.</p> <p>To know how to write their name by beginning to write the first letter correctly</p> <p>To know some rhyming words</p> <p>To understand how to orally blend CVC words</p>	<p>To know and retell familiar stories</p> <p>To understand how to make predictions about a story</p> <p>To hear initial sounds in words with support</p> <p>To orally blend CVC words</p> <p>To know some rhyming words and continue a rhyming string with support</p> <p>To know familiar logos and labels within the environment.</p> <p>To use their phonetic knowledge in their early writing e.g m for Mummy</p> <p>To know that information can be retrieved from books/ internet</p>
<p style="text-align: center;">Reception Knowledge</p>	<p>To know and hear initial sounds in familiar words.</p> <p>To know some end sounds in words.</p> <p>To understand how to form letter shapes linked to the sounds taught in phonics.</p>	<p>To know how to read individual letters by saying the sounds for them.</p> <p>To understand how to blend sounds into words to read short words.</p> <p>To know sounds in CVC words.</p> <p>To know and identify sounds on a sound mat.</p> <p>To know some familiar stories and able to recall facts.</p> <p>To know how to read a few common exception words matched to the phonics scheme.</p>	<p>To know that some letter groups that represent one sound.</p> <p>To know some sounds in CVC and CVCC words.</p> <p>To understand how to make predictions as to what may happen next in a story.</p> <p>To know and identify some taught sounds on a sound mat and to use this when writing.</p> <p>To know how to write a few simple words together to begin to form a short sentence.</p>	<p>To know how to write a simple sentence that has been given to them verbally by an adult.</p> <p>To understand how to innovate a familiar story and retell.</p> <p>To understand how to make predictions as to what may happen next in a story.</p> <p>To know how to read simple phrases and sentences made up of words with known letter sound correspondence and CE words.</p> <p>To know how to form lower- and upper-case letters confidently.</p>	<p>To understand how to think of and write a short, simple sentence.</p> <p>To know how to check written work and making any changes where necessary.</p> <p>To understand how to spell words by identifying the sound and writing the corresponding letters.</p> <p>To understand what has been read and answer questions about a text.</p> <p>To begin to write sentences using full stops and capital letters.</p>	<p>To understand how to construct several simple sentences.</p> <p>To know how to apply known sound knowledge when segmenting to write independently.</p> <p>To understand how to check written work and making any changes where necessary.</p> <p>To know how to write sentences using full stops and capital letters.</p> <p>To know how to innovate a familiar story by writing their own.</p> <p>To know how to read and answer questions about a text.</p>

Key Vocabulary	Tier 1:	story, book, pen, pencil, paper	story, book, pen, pencil, paper	story, book, pen, pencil, paper	story, book, pen, pencil, paper	story, book, pen, pencil, paper	story, book, pen, pencil, paper
	Tier 2:	page, rhyme, turn, sounds, write, print	page, rhyme, turn, sounds, write, print	page, rhyme, turn, sounds, write, print	page, rhyme, turn, sounds, write, print	page, rhyme, turn, sounds, write, print	page, rhyme, turn, sounds, write, print
	Tier 3:	fiction, non-fiction, information, facts, sentence, question, exclamation, phoneme, digraph, trigraph,	fiction, non-fiction, information, facts, sentence, question, exclamation, phoneme, digraph, trigraph,	fiction, non-fiction, information, facts, sentence, question, exclamation, phoneme, digraph, trigraph	fiction, non-fiction, information, facts, sentence, question, exclamation, phoneme, digraph, trigraph, invent, novel	fiction, non-fiction, information, facts, sentence, question, exclamation, phoneme, digraph, trigraph, invent, novel	fiction, non-fiction, information, facts, sentence, question, exclamation, phoneme, digraph, trigraph, invent, novel
ELGs	<p align="center"><u>Comprehension</u></p> <p>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>*Anticipate – where appropriate – key events in stories.</p> <p>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>		<p align="center"><u>Word Reading.</u></p> <p>*Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>*Read words consistent with their phonic knowledge by sound-blending.</p> <p>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>		<p align="center"><u>Writing.</u></p> <p>* Write recognisable letters, most of which are correctly formed.</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>		

Maths

Number / SSM / KIRFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Skills N1			<p>To join in singing number rhymes moving fingers to represent amounts (not necessary correctly)</p> <p>To begin to rote count to 5</p> <p>To begin to recognise when there are more/ lots/ the same amounts</p> <p>To explore puzzle pieces and try to fit them in the correct spaces</p> <p>To begin to select 3D shapes to stack</p> <p>Is beginning to be interested in what happens next in daily routines</p>	<p>To join in singing number rhymes moving fingers to represent amounts (not necessary correctly)</p> <p>To begin to rote count to 5</p> <p>To begin to recognise when there are more/ lots/ the same amounts</p> <p>Begin to notice numerals in the environment</p> <p>To explore puzzle pieces and try to fit them in the correct spaces</p> <p>To begin to select 3D shapes to stack</p> <p>Is beginning to be interested in what happens next in daily routines</p>	<p>To join in singing number rhymes moving fingers to represent amounts (not necessary correctly)</p> <p>To begin to rote count to 5</p> <p>To begin to recognise when there are more/ lots/ the same amounts</p> <p>Begin to notice numerals in the environment</p> <p>To begin to count on their fingers</p> <p>To explore puzzle pieces and try to fit them in the correct spaces</p> <p>To select 3D shapes to stack</p> <p>Is beginning to be interested in what happens next in daily routines and anticipate key events such as home time</p> <p>Joins in with repeated sound and action patterns</p>	<p>To join in singing number rhymes moving fingers to represent amounts (not necessary correctly)</p> <p>To rote count to 5 and beyond</p> <p>To begin to recognise when there are more/ lots/ the same amounts</p> <p>Begin to notice numerals in the environment</p> <p>To begin to count on their fingers</p> <p>To begin to link numerals to amounts up to 3.</p> <p>To explore puzzle pieces and try to fit them in the correct spaces</p> <p>To make simple constructions</p> <p>Is beginning to be interested in what happens next in daily routines and anticipate key events such as home time</p> <p>Joins in with repeated sound and action patterns</p> <p>To begin to have an understanding of past/ present and future</p>
	<p>To join in singing number rhymes moving fingers to represent amounts (not necessary correctly)</p> <p>To show an understanding of 1:1 counting</p> <p>To recognise numerals to 3</p> <p>To begin to link numerals to amounts up to 3</p>	<p>To join in singing number rhymes moving fingers to represent some amounts correctly</p> <p>To attempt to count objects using 1:1 correspondence.</p> <p>To begin to recognise numerals to 5</p>	<p>To join in singing number rhymes moving fingers to represent some amounts correctly</p> <p>To begin to count objects to 3 and beyond using 1:1 correspondence.</p> <p>To begin to recognise numerals to 5</p>	<p>To join in singing number rhymes to 5 moving fingers to represent most amounts correctly</p> <p>To count objects to 3 and beyond using 1:1 correspondence.</p> <p>To recognise numerals to 5</p>	<p>To join in singing number rhymes to 5 moving fingers to represent most amounts correctly</p> <p>To count objects to 3 and beyond using 1:1 correspondence</p> <p>To rote count to 10 and beyond</p> <p>To count to 5 on their fingers</p>	<p>To join in singing number rhymes to 5 moving fingers to represent amounts correctly</p> <p>To attempt to count objects to 5 using 1:1 correspondence</p> <p>To rote count to 10 and beyond</p> <p>To show amounts to 5 on your fingers</p>

	<p>To recognise when there is more/ lots/ the same amount</p> <p>To begin to rote count up to 10.</p> <p>To know that the last number you count represents the total number of objects</p> <p>To manipulate objects to fit in a space puzzle</p> <p>To make simple enclosures using 3D shapes</p> <p>Is beginning to be interested in what happens next in daily routines and anticipate key events such as lunch time/ home time</p> <p>Joins in with repeated sound and action patterns</p> <p>To have an understanding of past/ present and future</p>	<p>To begin to link numerals to amounts up to 5.</p> <p>To begin to count to 5 on their fingers</p> <p>To recognise when there is more/ lots/ the same amount</p> <p>To begin to rote count up to 10</p> <p>To know that the last number you count represents the total number of objects.</p> <p>To begin to show an awareness of positional language such as under/behind/ next to/over/ on top of.</p> <p>To make simple enclosures using 3D shapes</p> <p>To make simple constructions</p> <p>To begin to be interested in and start to predict what happens next in daily routines and anticipate key events such as home time</p> <p>Joins in and anticipates repeated sound and action patterns</p> <p>To have an understanding of past/ present and future</p> <p>To begin to talk about what happened today, yesterday and tomorrow.</p>	<p>To begin to link numerals to amounts up to 5</p> <p>To begin to count to 5 on their fingers</p> <p>To compare quantities using language 'more than', 'fewer than'.</p> <p>To rote count up to 10.</p> <p>To count out 2/3 objects from a larger group</p> <p>To begin to subitise 3</p> <p>To start to use some positional language such as under/behind/ next to/over/ on top of.</p> <p>To manipulate 2D and 3D shapes to create pictures, patterns and models</p> <p>To begin to be interested in and start to predict what happens next in daily routines and anticipate key events such as home time</p> <p>In play, start to use key vocabulary to observe and compare measures using language such as longer/ shorter, heavier/ lighter, more/ less full.</p> <p>Joins in and anticipates repeated sound and action patterns</p> <p>To have an understanding of past/ present and future</p> <p>To begin to talk about what happened today, yesterday and tomorrow.</p>	<p>To begin to link numerals to amounts up to 5 and beyond</p> <p>To count to 5 on their fingers</p> <p>To compare two small groups of objects to 5 saying when there are the same amount</p> <p>To rote count to 10 and beyond</p> <p>To count out 2/3 objects from a larger group</p> <p>To begin to subitise 3</p> <p>To start to use some positional language such as under/behind/ next to/over/ on top of.</p> <p>To manipulate 2D and 3D shapes to create pictures and models</p> <p>To begin to talk about 2D/ 3D shapes looking at their features e.g round, straight, pointy.</p> <p>To continue a simple patterns using objects, movements and sounds</p> <p>In play, start to use key vocabulary to observe and compare measures using language such as longer/ shorter, heavier/ lighter, more/ less full.</p> <p>To begin to recall a sequence of events/ routine in everyday life and stories</p>	<p>To begin to link numerals to amounts up to 5</p> <p>To begin to recognise numerals to 5 and beyond</p> <p>To compare two small groups of objects to 5 saying when there are the same amount</p> <p>Begin to recognise numbers 0-10</p> <p>To begin to solve real world mathematical problems to 5</p> <p>To start to be aware that numbers are made up of smaller amounts</p> <p>To subitise to 3</p> <p>To start to use some positional language such as under/behind/ next to/over/ on top of.</p> <p>To begin to select and use shapes appropriately in play, combining them to make models and enclosures.</p> <p>To begin to recognise and use some 2D shape names and shape language e.g. round, straight, pointy...</p> <p>To continue simple pattern using objects, movements and sounds</p> <p>In play, compare measures using language such as longer/ shorter, heavier/ lighter, more/ less full.</p> <p>To recall a sequence of events/ routine in everyday life and stories</p>	<p>To link some numerals to amounts to 5</p> <p>To begin to recognise numerals to 5 and beyond</p> <p>To experiment with their own mathematical symbols and marks.</p> <p>To start to be aware that numbers are made up of smaller amounts</p> <p>To begin to solve real world mathematical problems to 5</p> <p>To separate groups of 3/ 4 objects in different ways knowing the total stays the same</p> <p>To subitise to 3</p> <p>To use some positional language such as under/behind/ next to/over/ on top of.</p> <p>To select and use shapes appropriately in play, combining them to make models and enclosures using trail and improvement</p> <p>To recognise and use some 2D shape names and shape language e.g. round, straight, pointy...</p> <p>To continue and create a simple pattern using objects, movements and sounds</p> <p>In play, compare measures using language such as longer/ shorter, heavier/ lighter, more/ less full.</p> <p>To recall a sequence of events/ routine in everyday life and stories</p>
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Reception Skills

To join in singing addition and subtraction number rhymes to 5 moving fingers to represent amounts correctly	To join in singing addition and subtraction number rhymes to 5 moving fingers to represent amounts correctly	To join in singing addition and subtraction number rhymes to 5 moving fingers to represent amounts correctly	To join in singing addition and subtraction number rhymes to 5 moving fingers to represent amounts correctly	To rote count to 20 and beyond	To rote count to 20 and beyond
To rote count to 10 and beyond	To rote count to 20 and beyond	To rote count to 20 and beyond	To rote count to 20 and beyond	To begin to automatically recall number bonds to 5 and some to 10	Automatically recall number bonds to 5 and some to 10
To show amounts to 5 on your fingers	To show amounts to 5 on your fingers	To begin to show different ways of making amounts to 5 on fingers	To show different ways of making amounts to 5 and 10 on fingers	To show different ways of making amounts to 5 and above on fingers	To show different ways of making amounts to 5 and above on fingers
To link some numerals to amounts to 5	To link numerals to amounts to 5	To link numerals to amounts to 8	To link numerals to amounts to 10	To know some subtraction facts to 5	Automatically recall subtraction facts to 5
To begin to recognise numerals to 5 and beyond	To recognise and order numerals to 5	To begin to recognise and order numerals to 8	Compare quantities to 10 in a range of contexts recognising when one quantity is greater than, less than or the same as the other.	To link numerals to amounts to 10	To link numerals to amounts to 10
To experiment with their own mathematical symbols and marks.	To experiment with their own mathematical symbols and marks.	To experiment with their own mathematical symbols and marks.	To explore number bonds to 10.	To recognise and order numbers to 20	To recognise and order numbers to 20
To start to be aware that numbers are made up of smaller amounts	To be aware that numbers are made up of smaller amounts To be aware of some number bonds to 5	To be aware that numbers are made up of smaller amounts	To find the total of 2 groups of objects to 10	To subitise amounts to 5	To know how to share quantities evenly
To begin to solve real world mathematical problems to 5	To begin to solve real world mathematical problems to 5	To begin to solve real world mathematical problems to 5	To recognise and order numbers to 10.	To understand what an odd and even number is	To know some odd and even numbers
To separate groups of 3/ 4 objects in different ways knowing the total stays the same	To separate groups of 3/ 4/5 objects in different ways knowing the total stays the same	To separate groups of up to 8 in different ways knowing the total stays the same	To use objects to solve addition and subtraction problems to 10.	To explore the concept of doubling	To recall doubling facts to 10
To count up to 5 objects with 1:1 correspondence.	To explore number bonds to 5.	To explore number bonds to 5.	To understand what an odd and even number is	Explore the composition of numbers to 10	To compare quantities to 10 in a range of contexts recognising when one quantity is greater than, less than or the same as the other.
To subitise to 3	To know amounts to 5 can be represented in different ways	To count up to 10 objects with 1:1 correspondence.	To experiment with their own mathematical symbols and marks.	Compare quantities to 10 in a range of contexts recognising when one quantity is greater than, less than or the same as the other.	To use objects to solve addition and subtraction problems to 10.
To recognise simple 2D shapes and begin to use mathematic vocabulary to describe their properties To use some positional language such as under/behind/ next to/over/ on top of.	To count up to 10 objects with 1:1 correspondence.	To be aware of the concept of odd and even numbers	To be aware that numbers are made up of smaller amounts	To use objects to solve addition and subtraction problems to 10.	To experiment with their own mathematical symbols and marks.
To select and use shapes appropriately in play, combining them to make models and enclosures using trail and improvement	To be aware of the concept of odd and even numbers	To subitise to 5 and recognise amounts to 6 on a dice	To begin to solve real world mathematical problems to 5	To experiment with their own mathematical symbols and marks.	To create complex patterns using objects.
	To subitise to 5 and start to recognise amounts to 6 on a dice	To recognise a range of 2D shapes and use mathematic vocabulary to describe their properties	To subitise to 5 and recognise amounts to 6 on a dice	To create a simple pattern using objects, movements and sounds	To recognise and describe the properties of 2D and 3D shapes
	To recognise simple 2D shapes and use some	To become aware of 3D shapes and their properties in play	To recognise a range of 2D shapes and use mathematic	To solve problems involving weight, length and capacity in their play	

	<p>To continue and create a simple pattern using objects, movements and sounds</p> <p>In play, compare measures using language such as longer/ shorter, heavier/ lighter, more/ less full.</p> <p>To recall a sequence of events/ routine in everyday life and stories</p>	<p>mathematic vocabulary to describe their properties</p> <p>To become aware of 3D shapes and their properties in play</p> <p>In play, compare measures using language such as longer/ shorter, heavier/ lighter, more/ less full.</p> <p>To recall a sequence of events/ routine in everyday life and stories</p>	<p>In play, compare measures using language such as longer/ shorter, heavier/ lighter, more/ less full.</p> <p>To recall a sequence of events/ routine in everyday life and stories</p>	<p>vocabulary to describe their properties</p> <p>To be aware of and explore 3D shapes and their properties in play</p> <p>In play, compare measures using language such as longer/ shorter, heavier/ lighter, more/ less full.</p>	<p>To order and sequence events using everyday language linked to time</p> <p>Beginning to measure time using sand timers</p>	
<p>Nursery Knowledge</p> <p>N1</p>			<p>To know some basic counting songs.</p> <p>To know how to count to 5</p> <p>To recognise more and less in small amounts</p> <p>To understand that shapes and puzzles fit together</p> <p>To understand daily routines</p>	<p>To know some basic counting songs.</p> <p>To know how to count to 5</p> <p>To recognise more and less in small amounts</p> <p>To know and recognise basic numerals</p> <p>To understand that shapes and puzzles fit together</p> <p>To understand daily routines</p>	<p>To know some basic counting songs.</p> <p>To know how to count to 5</p> <p>To recognise more and less in small amounts</p> <p>To know and recognise basic numerals</p> <p>To begin to count on their fingers</p> <p>To understand that shapes and puzzles fit together</p> <p>To understand daily routines and know key times of the day</p> <p>To understand and join in with some action patterns</p>	<p>To know some basic counting songs.</p> <p>To know how to count to 5 and beyond</p> <p>To recognise more and less in small amounts</p> <p>To know and recognise basic numerals</p> <p>To begin to count on their fingers</p> <p>To know how to link numerals to amounts up to 3.</p> <p>To understand that shapes and puzzles fit together</p> <p>To know how to make simple constructions</p> <p>To understand daily routines and know key times of the day</p> <p>To understand and join in with some action patterns</p> <p>To understand the terms- past/ present and future</p>
	<p>To know a range of number songs</p> <p>To know how to count objects with 1:1 counting</p>	<p>To know a range of number songs</p> <p>To know how to count objects with 1:1 correspondence</p>	<p>To know a range of number songs</p> <p>To know how to count objects to 3 and beyond using 1:1 correspondence.</p>	<p>To know some number rhymes to 5 moving fingers to represent most amounts correctly</p>	<p>To know some number rhymes to 5 moving fingers to represent most amounts correctly</p>	<p>To know some number rhymes to 5 moving fingers to represent most amounts correctly</p>

N2	To know numerals and amounts to 3	To know numerals and amounts to 5	To know numerals and amounts to 5	To know how to count objects to 3 and beyond using 1:1 correspondence.	To know how to count objects to 3 and beyond using 1:1 correspondence.	To know how to count objects to 5 and beyond using 1:1 correspondence.
	To understand more and less	To understand more and less	To know how to count to 5 using fingers	To know numerals to 5	To know numbers to 10	To know how to rote count to 10 and beyond
	To know how to count rote to 10	To know how to count rote to 10	To understand more and less	To understand numerals and amounts up to 5 and beyond	To understand how to solve problems with numbers to 5	To understand the basic mathematical symbols and marks.
	To understand the basics of counting	To know how to count rote to 10	To know how to rote count up to 10.	To know how to compare amounts	To understand that adding is combining two smaller amounts	To understand that adding is combining two smaller amounts
	To know that shapes can be used to make pictures and enclosures	To know and understand positional language	To understand how to subitise 3	To know how to rote count up to 10.	To understand how to subitise 3	To understand how to solve real world mathematical problems to 5
	To understand daily routines and times	To know that shapes can be used to make pictures and enclosures	To know and understand positional language	To understand how to subitise 3	To know and understand positional language	To understand part whole systems
	To know basic repetitive patterns	To understand daily routines and times	To know that 2d and 3d shapes can be used to make pictures and enclosures	To know and understand positional language	To know the names and properties of 2d and 3d shapes	To subitise to 3
		To know basic repetitive patterns	To know and use vocabulary related to measures	To know that 2d and 3d shapes can be used to make pictures and enclosures	To know and use vocabulary related to shapes and measures	To know and understand positional language
		To know terms related to time	To know terms related to time	To know and use vocabulary related to shapes and measures	To know terms related to time and know the sequence of events	To know the names and properties of 2d and 3d shapes
				To know terms related to time and know the sequence of events	To know how to make a basic pattern	To know and use vocabulary related to shapes and measures
Reception Knowledge	To understand basic addition and subtraction through counting songs	To understand basic addition and subtraction through counting songs	To understand basic addition and subtraction through counting songs	To understand basic addition and subtraction through counting songs	To know how to rote count to 20 and beyond	To know how to rote count to 20 and beyond
	To know how to rote count to 10 and beyond	To know how to rote count to 10 and beyond	To know how to rote count to 20 and beyond	To know how to rote count to 20 and beyond	To fully understand the value of numbers to 10.	To know numbers bonds to 5 and 10
	To fully understand the value of numbers to 5.	To fully understand the value of numbers to 5.	To fully understand the value of numbers to 8.	To fully understand the value of numbers to 10.	To know some subtraction facts to 5	To know subtraction facts to 5
	To know marks can represent amounts.	To know marks can represent amounts.	To know marks can represent amounts.	Compare quantities to 10 in a knowing more or less in amounts	To recognise and order numbers to 20	To recognise and order numbers to 20
	To know that numbers are made up of smaller amounts	To know that numbers are made up of smaller amounts	To know that numbers are made up of smaller amounts	To know number bonds to 10.	To know how to subitise amounts to 5	To understand what sharing amounts means

		To understand part whole methods	To know some number bonds to 5	To know how to solve basic mathematical problems.	To know how to find a total of two amounts.	To understand what an odd and even number is	To know some odd and even numbers
		To know how to subitise to 3	To understand part whole methods	To understand part whole methods	To know and order numbers to 10.	To understand the concept of doubling	To know doubling facts to 10
		To know mathematical language linked to shapes and position.	To know how to count up to 10 objects	To know some number bonds to 5	To know how to use objects to solve addition and subtraction problems to 10.	To know how amounts are made up to 10	To understand the difference between quantities to 10 in a range of contexts.
		To know how to make or continue a basic repeating pattern.	To know some odd and even numbers	To know how to count up to 10 objects	To understand what an odd and even number is	To understand the difference between quantities to 10 in a range of contexts.	To know how to use objects to solve addition and subtraction problems to 10.
		To use language to describe measures	To know how to subitise to 5	To know some odd and even numbers	To know how to mark make and use mathematical symbols.	To know how to use objects to solve addition and subtraction problems to 10.	To know how to mark make and use mathematical symbols.
			To know mathematical language linked to shapes and describe their properties	To know how to subitise to 5	To know how to solve basic mathematical problems.	To know how to mark make and use mathematical symbols.	To recognise and know a complex pattern.
			To know some of 3D shapes and their properties in play	To know a range of 2D shapes and use mathematical vocabulary to describe their properties	To know how to solve basic mathematical problems.	To know how to mark make and use mathematical symbols.	To know and describe the properties of 2D and 3D shapes
			To use language to describe measures	To know some of 3D shapes and their properties in play	To know how to subitise to 5	To know how to make a basic repeating pattern.	
				To use language to describe measures	To know some of 2D and 3D shapes and their properties in play	To know how to problem solve using measures including time, using sand timers.	
					To use language to describe measures		
Key Vocabulary	Tier 1:	Number, shape, circle, triangle, square, rectangle, star, big, small, tall, short	Number, shape, circle, triangle, square, rectangle, star, big, small, tall, short	Number, shape, circle, triangle, square, rectangle, star, big, small, tall, short	Number, shape, circle, triangle, square, rectangle, star, big, small, tall, short	Number, shape, circle, triangle, square, rectangle, star, big, small, tall, short	Number, shape, circle, triangle, square, rectangle, star, big, small, tall, short
	Tier 2:	Pentagon, hexagon, cylinder, sphere, cube, cuboid, oval, semi circle, sides, corners, faces, add, take away, equals, huge, heavy, simple, measure	Pentagon, hexagon, cylinder, sphere, cube, cuboid, oval, semi circle, sides, corners, faces, add, take away, equals, huge, heavy, simple, measure	Pentagon, hexagon, cylinder, sphere, cube, cuboid, oval, semi circle, sides, corners, faces, add, take away, equals, huge, heavy, simple, measure	Pentagon, hexagon, cylinder, sphere, cube, cuboid, oval, semi circle, sides, corners, faces, add, take away, equals, huge, heavy, simple, measure	Pentagon, hexagon, cylinder, sphere, cube, cuboid, oval, semi circle, sides, corners, faces, add, take away, equals, huge, heavy, simple, measure	Pentagon, hexagon, cylinder, sphere, cube, cuboid, oval, semi circle, sides, corners, faces, add, take away, equals, huge, heavy, simple, measure
	Tier 3:	Triangular based pyramid, square based pyramid, trapezium, quadrilateral, rhombus, octagon, massive, miniscule, colossal, gigantic, enormous, complex	Triangular based pyramid, square based pyramid, trapezium, quadrilateral, rhombus, octagon, massive, miniscule, colossal, gigantic, enormous, complex	Triangular based pyramid, square based pyramid, trapezium, quadrilateral, rhombus, octagon, massive, miniscule, colossal, gigantic, enormous, complex	Triangular based pyramid, square based pyramid, trapezium, quadrilateral, rhombus, octagon, massive, miniscule, colossal, gigantic, enormous, complex	Triangular based pyramid, square based pyramid, trapezium, quadrilateral, rhombus, octagon, massive, miniscule, colossal, gigantic, enormous, complex	Triangular based pyramid, square based pyramid, trapezium, quadrilateral, rhombus, octagon, massive, miniscule, colossal, gigantic, enormous, complex
ELGs		<p style="text-align: center;">Number</p> <p>*Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5.</p> <p>*Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>			<p style="text-align: center;">Numerical Patterns.</p> <p>*Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>		

Physical Development

PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Skills N1			To climb up on to basic apparatus	To begin to develop cycling skills using trikes and scooters	To climb up on to basic apparatus	To begin to develop cycling skills using trikes and scooters To climb up on to basic apparatus
N2	<p>To take care of toileting needs independently.</p> <p>To begin to show a preference for a dominant hand.</p> <p>To climb apparatus safely.</p> <p>To climb up on to basic apparatus</p>	<p>To independently put on their coats, with some support for the zipper and buttons.</p> <p>To copy dance moves and to move to different kinds of rhythms.</p> <p>To continue to develop cycling skills using trikes and scooters</p> <p>To develop balance skills on basic apparatus</p> <p>To use one handed tools like snips and scissors to make cuts in paper</p> <p>To begin to show a preference for a dominant hand when mark making.</p>	<p>To explore different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc.</p> <p>To mark make in sensory trays and also copy different patterns.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p> <p>To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills.</p> <p>Use large muscle movements to make marks, wave flags and use outdoor equipment</p> <p>To hold jugs and containers confidently and pour from one container into another.</p>	<p>To hold the pencil correctly using a tripod grip.</p> <p>To begin to form numbers and familiar letters, e.g. letters in their name.</p> <p>To look at books independently whilst turning pages one at a time.</p> <p>Using balancing apparatus.</p> <p>To balance and hold a pose on one leg.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p> <p>To show a preference for a dominant hand when mark making.</p>	<p>To be able to use scissors confidently and make straight, zig zag and circular snips using one hand.</p> <p>To run skilfully and be able to negotiate space.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p> <p>To become more competent in their cycling skills using trikes and scooters</p> <p>To use a range of movements to move their bodies – crawl, walk, run, hop and jump.</p> <p>To become increasingly independent in taking a coat off and fastening buttons / zips</p>	<p>To confidently use scissors and other tools safely.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p> <p>To write some letters accurately</p> <p>To become more competent in their cycling skills using trikes and scooters</p> <p>To use a range of movements to move their bodies across a plank or piece of apparatus – crawl, walk, run, hop and jump.</p> <p>To become increasingly independent in taking a coat off and fastening buttons / zips</p> <p>To begin to show awareness of moving equipment safely with peers.</p>
Reception Skills	<p>To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently.</p> <p>To become increasingly independent in taking a coat off and fastening buttons / zips</p> <p>To use a dominant hand.</p>	<p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To use climbing equipment safely and competently.</p> <p>To negotiate space effectively.</p> <p>To hold the pencil confidently, using the tripod grip and forming letters and numbers mostly correctly.</p>	<p>To use a correct pencil grip when writing.</p> <p>To show good practice with regard to exercise, eating, sleeping and hygiene.</p> <p>To be able to balance and coordinate safely.</p> <p>To negotiate space effectively.</p>	<p>To handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>To throw and catch with a large ball.</p> <p>To move in a more fluent way developing overall body strength within dance and gymnastics</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly.</p> <p>To develop cutting skills, coordinating the movement of scissors and the paper.</p>	<p>To show good control and co-ordination in large and small movements.</p> <p>To throw and catch with a smaller ball.</p> <p>To develop overall body strength and agility in sports</p> <p>To use a pencil effectively to form recognisable letters, most of which are formed correctly.</p>

	<p>To begin to form recognisable letters.</p> <p>To develop cutting skills, including holding scissors and snipping.</p>		<p>To become more competent in their cycling skills using balance bikes and two wheelers</p> <p>To refine a range of movements including rolling, hopping, skipping and climbing</p> <p>To develop cutting skills, cutting curved and straight lines.</p>	<p>To develop core strength and good posture</p>		
Nursery Knowledge			<p>To know how to climb up on to basic apparatus</p>	<p>To understand how to use trikes and scooters</p>	<p>To know how to climb up on to basic apparatus</p>	<p>To understand how to use trikes and scooters</p> <p>To know how to climb up on to basic apparatus</p>
N1						
N2	<p>To know how to take care of basic hygiene needs.</p> <p>To know which hand feels comfortable to use tools in.</p> <p>To know how to climb apparatus safely.</p> <p>To know how to climb up on to basic apparatus</p>	<p>To know how to dress themselves.</p> <p>To know some dance moves.</p> <p>To know some basic cycling skills</p> <p>To understand how to balance on basic apparatus</p> <p>To know which hand feels comfortable to use tools in such as pencils, brushes and scissors.</p> <p>To show a preference for a dominant hand when mark making.</p>	<p>To know how to develop hand strength and co-ordination through a range of activities.</p> <p>To know how to mark make and copy different patterns.</p> <p>To know how to mark make using a comfortable grip when using pencils and pens.</p> <p>To understand how to move in different ways, e.g. climbing, running, jumping</p> <p>To understand how large muscle movements can help build body strength</p> <p>To understand how to carefully handles tools and resources.</p>	<p>To know how to hold the pencil correctly using a tripod grip.</p> <p>To know how to form numbers and familiar letters, e.g. letters in their name. .</p> <p>To know how to use balancing apparatus.</p> <p>To know how to balance and hold a pose on one leg.</p> <p>To understand how to mark make using a comfortable grip when using pencils and pens.</p> <p>To show a preference for a dominant hand when mark making.</p>	<p>To know how to use scissors confidently and make straight, zig zag and circular snips using one hand.</p> <p>To understand how to run skilfully and be able to negotiate space.</p> <p>To understand how to mark make using a comfortable grip when using pencils and pens.</p> <p>To understand more complex skills to develop their cycling skills using trikes and scooters</p> <p>To know a range of movements can be used to move their bodies – crawl, walk, run, hop and jump.</p> <p>To become increasingly independent in taking a coat off and fastening buttons / zips</p> <p>To know how to move equipment safely with peers.</p>	<p>To know how to confidently use scissors and other tools safely.</p> <p>To understand how to mark make using a comfortable grip when using pencils and pens.</p> <p>To know how to write some letters accurately</p> <p>To understand more complex skills to develop their cycling skills using trikes and scooters</p> <p>To know a range of movements can be used to move their bodies across a plank or apparatus – crawl, walk, run, hop and jump.</p> <p>To become increasingly independent in taking a coat off and fastening buttons / zips</p> <p>To know how to move equipment safely with peers.</p>
Reception Knowledge	<p>To know how to hold a pencil, using the tripod grip and forming letters and numbers mostly independently.</p>	<p>To understand to use large movements to trace lines and shapes.</p>	<p>To know how to use a correct pencil grip when writing.</p>	<p>To know how to handle tools, objects, construction and malleable materials safely and with increasing control.</p>	<p>To know how to use a pencil effectively to form recognisable letters, most of which are formed correctly.</p>	<p>To understand how to demonstrate good control and co-ordination in large and small movements.</p>

		<p>To become increasingly independent in taking a coat off and fastening buttons / zips</p> <p>To feel confident to use a dominant hand.</p> <p>To know how to form some recognisable letters.</p> <p>To know how to cut, including holding scissors and snipping.</p>	<p>To know how to use climbing equipment safely and competently.</p> <p>To know how to negotiate space effectively.</p> <p>To know how to hold a pencil, using the tripod grip and forming letters and numbers mostly correctly.</p>	<p>To understand good practice with regard to exercise, eating, sleeping and hygiene.</p> <p>To know how to be able to balance and coordinate safely.</p> <p>To know how to negotiate space effectively.</p> <p>To understand how to become more competent in their cycling skills using balance bikes and two wheelers</p> <p>To understand how to refine a range of movements including rolling, hopping, skipping and climbing</p> <p>To know how to cut curved and straight lines.</p>	<p>To know how to throw and catch with a large ball.</p> <p>To understand how to move in a more fluent way developing overall body strength within dance and gymnastics</p> <p>To understand that developing core strength will help with fitness and good posture</p>	<p>To know how to develop cutting skills, coordinating the movement of scissors and the paper.</p>	<p>To know how to throw and catch with a smaller ball.</p> <p>To understand how to develop overall body strength and agility in sports</p> <p>To know how to use a pencil effectively to form recognisable letters, most of which are formed correctly.</p>
Key Vocabulary	Tier 1:	walk, run, jog, jump, ride	walk, run, jog, jump, ride	walk, run, jog, jump, ride	walk, run, jog, jump, ride	walk, run, jog, jump, ride	walk, run, jog, jump, ride
	Tier 2:	climb, throw, catch, roll, high, low, hop, skip, crawl	climb, throw, catch, roll, high, low, hop, skip, crawl	climb, throw, catch, roll, high, low, hop, skip, crawl, leap, chase	climb, throw, catch, roll, high, low, hop, skip, crawl, leap, chase	climb, throw, catch, roll, high, low, hop, skip, crawl, leap, chase	climb, throw, catch, roll, high, low, hop, skip, crawl, leap, chase
	Tier 3:	balance, grip, bounce	balance, grip, bounce	balance, grip, bounce	balance, grip, bounce, sweat, elongate, persevere, propel, powerful, stealthy	balance, grip, bounce, sweat, determined, steep, elongate, persevere, propel, compete, powerful, stealthy	balance, grip, bounce, sweat, determined, steep, elongate, persevere, propel, compete, powerful, stealthy
ELGs		<p>Gross Motor Skills.</p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>*Demonstrate strength, balance and coordination when playing.</p> <p>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>			<p>Fine Motor Skills.</p> <p>*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>*Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>*Begin to show accuracy and care when drawing.</p>		

Communication & Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Skills N1			To talk about themselves and their families.	To sing rhymes and look at picture books.	To pay attention to more than one thing at a time	To listen to, and follow simple instructions.
N2	<p>To develop communication that can be understood by others.</p> <p>To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly.</p>	<p>To talk about celebrations at home.</p> <p>To listen to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc and to talk about them and why they are celebrated.</p>	<p>To listen to longer stories and can remember detail about what happens.</p> <p>To begin to use a wide range of vocabulary in the correct context.</p> <p>To talk in short sentences that others can understand.</p> <p>To begin to start a conversation with adults or peers.</p>	<p>To listen to, and follow simple instructions and respond to questions appropriately.</p> <p>To talk in short sentences that others can understand.</p> <p>To talk about the different characters and what they are doing.</p> <p>To use talk to organise themselves and their play.</p>	<p>To listen to traditional stories and retain key vocabulary.</p> <p>To be able to answer questions and share opinions using the relevant vocabulary.</p> <p>To develop and use longer sentences to communicate.</p> <p>To know many rhymes and stories and talk about familiar books.</p>	<p>To be able to answer questions and share opinions using the relevant vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story with confidence.</p> <p>To listen to, and follow instructions with two parts.</p> <p>To be able to express a point of view and debate.</p>
Reception Skills	<p>To listen carefully and why listening is so important.</p> <p>To talk about themselves and others.</p> <p>To listen to and sing a range of songs.</p> <p>To engage in story times.</p>	<p>To learn new vocabulary linked to topics and use this in conversation.</p> <p>To be able to give facts about a specified subject.</p> <p>To describe some events in detail.</p> <p>To listen to a range of stories and develop understanding around character and setting.</p> <p>To show an interest in non-fiction books.</p>	<p>To be able to give facts about a specified subject and ask questions to find out more information.</p> <p>To develop social phrases when talking with peers.</p> <p>To show an interest in non-fiction books.</p>	<p>To use talk to problem solve and organise thinking.</p> <p>To describe familiar texts with detail and using full sentences.</p> <p>To engage in story times with increased confidence.</p>	<p>To describe features of traditional stories.</p> <p>To be able to talk about the setting, characters and the structure of the story.</p> <p>To be able to use connectives e.g. Once upon a time and then.</p> <p>To speak about a range of texts.</p> <p>To articulate thoughts in well formed sentences.</p>	<p>To begin to ask questions about familiar aspects of their environment and their learning.</p> <p>To engage in story times independently and in groups with confidence.</p> <p>To retell a familiar story.</p> <p>To show an interest in non-fiction books.</p>
Nursery Knowledge N1			To understand that discussions can be had around families and interests.	To know some rhymes and choose to look at familiar picture books.	To know how to listen and pay attention to more than one thing at a time	To know how to listen to and follow simple instructions.
N2	<p>To know to sing words clearly so that they are audible.</p> <p>To know that it is OK to talk to others about wants and needs.</p>	<p>To know that stories can be about celebrations and know why these are celebrated.</p> <p>To know that stories have different character which could be real and pretend.</p>	<p>To remember new words, I am learning when talking to others.</p> <p>To be able to understand simple instructions, questions and commands.</p>	<p>To understand how to be able to answer questions related to the story.</p> <p>To understand simple instructions, questions and commands.</p>	<p>To know that stories have a beginning, middle and an end.</p> <p>To know how to answer questions and share opinions using the relevant vocabulary.</p>	<p>To be able to independently sequence familiar rhymes and to be able to say what happens next in a story.</p> <p>To know to use the words they know appropriately to</p>

			<p>To know and recall details from stories.</p> <p>To understand a range of vocabulary in the correct context.</p> <p>To talk in short sentences that others can understand.</p> <p>To understand how and conversation works with back and forth interaction.</p>	<p>To talk in short sentences that others can understand.</p>	<p>To be able to use vocabulary learnt to have a conversation with others.</p>	<p>organise themselves and their play.</p> <p>To understand how to be able to answer questions and share opinions using the relevant vocabulary.</p> <p>To understand different settings, characters and the structure of the story.</p> <p>To know how to follow instructions with two parts.</p> <p>To know how to express a point of view and debate.</p>	
Reception Knowledge	<p>To know how to be a good listener.</p> <p>To know familiar songs.</p> <p>To understand how to listen carefully and why listening is so important.</p> <p>To understand how to confidently talk about themselves to others.</p> <p>To know some stories to engage in story times.</p>	<p>To know new vocabulary linked to topics and use this in conversation.</p> <p>To know how to talk about why things happen using new vocabulary learnt.</p> <p>To know facts and key events to describe different story and non-fiction texts.</p> <p>To listen to a range of stories and develop understanding around character and setting.</p> <p>To know that information can be gained from non-fiction books.</p>	<p>To know how to express their ideas and feelings about their experiences.</p> <p>To know facts about a specified subject and ask questions to find out more information.</p> <p>To know that information can be gained from non-fiction books.</p>	<p>To know different features of texts.</p> <p>To know how to talk confidently about why things happen using new vocabulary learnt.</p> <p>To understand how to engage in meaningful conversations with others.</p> <p>To understand how to talk to others to be able to problem solve and organise thinking.</p> <p>To know familiar stories to engage in story times with increased confidence.</p>	<p>To know the features of traditional stories.</p> <p>To understand how to engage in meaningful conversations with others.</p> <p>To know and use a range of connectives e.g. Once upon a time and then.</p> <p>To know how to articulate thoughts in well-formed sentences.</p>	<p>To understand familiar aspects of their environment and their learning.</p> <p>To know a range of stories to engage in story times independently and in groups with confidence.</p> <p>To know and retell a familiar story.</p> <p>To know how to use a non-fiction book.</p>	
Key Vocabulary	Tier 1:	talk, say, listen, copy, tell, look	talk, say, listen, copy, tell, look	talk, say, listen, copy, tell, look	talk, say, listen, copy, tell, look	talk, say, listen, copy, tell, look	talk, say, listen, copy, tell, look
	Tier 2:	why, how, when, question, answer, who	why, how, when, question, answer, who	why, how, when, question, answer, who	why, how, when, question, answer, who, beginning, middle, end	why, how, when, question, answer, who, beginning, middle, end	why, how, when, question, answer, who, beginning, middle, end
	Tier 3:	explain, describe, embellish, complex	explain, describe, embellish, complex	explain, describe, embellish, complex	explain, describe, sentence, connective, conversation, features, articulate, embellish, complex	explain, describe, sentence, connective, conversation, features, articulate, embellish, complex	explain, describe, sentence, connective, conversation, features, articulate, embellish, complex
ELGs	<p>Listening and Understanding</p> <p>*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 interaction.</p> <p>*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</p> <p>*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>			

*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social & Emotional Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Skills			To separate from main carer and learn to adapt to the Nursery environment.	To select and use resources with support if needed.	To separate from main carer and learn to adapt to the Nursery environment.	To select and use resources with support if needed.
N1						
N2	<p>To separate from main carer and learn to adapt to the Nursery environment.</p> <p>To select and use activities and resources, with some support if needed.</p> <p>To wash hands after using the toilet.</p> <p>To follow daily routines and classroom rules.</p>	<p>To select and choose resources to achieve a goal.</p> <p>To be aware of behavioural expectations in the Nursery and develop their sense of responsibility.</p> <p>To show an awareness of the importance of oral health.</p>	<p>To learn how to share resources and play in a group.</p> <p>To learn to look after resources within the class.</p> <p>To listen to, and follow rules set.</p> <p>To take turns whilst playing and waiting patiently to have a go.</p> <p>To become more outgoing with familiar people.</p>	<p>To show independence in accessing and exploring the environment.</p> <p>To independently put on coats and use the toilet.</p> <p>To listen to, and follow rules set without an adult reminder.</p> <p>To learn to look after resources within the class.</p>	<p>To be able to initiate play with peers and keep play going by giving ideas.</p> <p>To become more outgoing with unfamiliar people.</p> <p>To show more confidence in new social situations.</p> <p>To begin to find solutions to conflicts.</p> <p>To show an awareness of how others may be feeling.</p>	<p>To gain enough confidence to talk to adults and peers about their thoughts and feelings.</p> <p>To begin to be assertive towards others where necessary.</p> <p>To make healthy choices about food and activity.</p>
Reception Skills	<p>To know and demonstrate friendly behaviour.</p> <p>To be a good friend.</p> <p>To join in with whole group activities.</p> <p>To choose an activity independently.</p> <p>To learn right from wrong.</p>	<p>To identify ways of being helpful to others and how this will make them feel.</p> <p>To see themselves as a valued individual.</p>	<p>To make the right choices and face the consequences of not making the right ones.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>To build constructive and respectful relationships.</p>	<p>To identify and moderate own feelings socially and emotionally.</p> <p>Show resilience and perseverance in the face of challenge.</p>	<p>To look after themselves through healthy eating and regular exercise.</p> <p>To identify and moderate own feelings socially and emotionally.</p> <p>Show resilience and perseverance in the face of challenge.</p>	<p>To look after themselves through healthy eating, regular exercise, good sleep, oral hygiene and road safety.</p> <p>To identify and moderate own feelings socially and emotionally.</p> <p>Show resilience and perseverance in the face of challenge.</p>
Nursery Knowledge			To understand that their adult / carer will return for them at the end of the session.	To know and understand how to use basic resources with support if needed.	To understand that their adult / carer will return for them at the end of the session.	To know and understand how to use basic resources with support if needed.
N1						
N2	<p>To know that they can approach adults in Nursery when needed.</p> <p>To know they can select and use activities and resources, with some support if needed.</p>	<p>To know how to adapt behaviour to suit classroom routines.</p> <p>To know that oral hygiene is important and also know that eating fruits and vegetables is</p>	<p>To know how to manage their emotions in different situations.</p> <p>To know that there are boundaries set.</p>	<p>To be aware of the different areas in the Nursery and how to explore them safely.</p> <p>To understand they can approach an adult if they need support.</p>	<p>To know that to play nicely it's important to share and take turns.</p> <p>To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort.</p>	<p>To know how to talk politely and develop an understanding of what is appropriate.</p> <p>To know that it is OK to challenge others, but they</p>

		To understand the need to wash hands after using the toilet. To know how to follow daily routines and classroom rules.	healthy for teeth and our bodies. To know they can select and choose resources to achieve a goal.	To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'. To know that we must respect our resources and put them back when we have finished with them. To know that when playing in a group they need to share and also know that they will get a turn.	To know how to independently put on coats and use the toilet. To understand the importance of listening to, and following rules set. To learn to look after resources within the class.	To know that it is OK to engage with others, even if in a different environment. To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc. To begin to be assertive towards others where necessary. To know how to make healthy choices about food and activity.	must remember to always be kind. To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc. To begin to be assertive towards others where necessary. To know how to make healthy choices about food and activity.
Reception Knowledge		To understand, describe and show friendly behaviour. To know how to take turns with their friends. To know how to join in with whole group activities. To understand how to choose an activity independently. To understand right from wrong.	To understand why different people, celebrate different things. To know ways of being helpful to others and how this will make them feel. To understand that they themselves are a valued individual.	To be able to talk about why a someone has made a poor choice and what the consequences are. To know how to display resilience and perseverance in the face of challenge. To understand how to build constructive and respectful relationships.	To know how to identify and moderate own feelings socially and emotionally. To know how to display resilience and perseverance in the face of challenge.	To understand how to look after themselves through healthy eating and regular exercise. To know how to identify and moderate own feelings socially and emotionally. To know how to display resilience and perseverance in the face of challenge.	To know how to look after themselves through healthy eating, regular exercise, good sleep, oral hygiene and road safety. To know how to identify and moderate own feelings socially and emotionally. To know how to display resilience and perseverance in the face of challenge.
Key Vocabulary	Tier 1:	happy, sad, wash, clean, love, cry	happy, sad, wash, clean, love, cry	happy, sad, wash, clean, love, cry	happy, sad, wash, clean	happy, sad, wash, clean	happy, sad, wash, clean
	Tier 2:	feelings, angry, cross, excited, share, take turns, healthy, fair, upset, try, germs, sob, cheerful, glum, relate, frown, sulk, shy	feelings, angry, cross, excited, share, take turns, healthy, fair, upset, try, germs, sob, cheerful, glum, relate, frown, sulk, shy	feelings, angry, cross, excited, share, take turns, healthy, fair, upset, try, germs, sob, cheerful, glum, relate, frown, sulk, shy	feelings, angry, cross, excited, share, take turns, healthy, fair, upset, try, germs, sob, comfort, cheerful, glum, relate, frown, sulk, shy	feelings, angry, cross, excited, share, take turns, healthy, fair, upset, try, germs, sob, comfort, cheerful, glum, relate, frown, sulk, shy	feelings, angry, cross, excited, share, take turns, healthy, fair, upset, try, germs, sob, comfort, cheerful, glum, relate, frown, sulk, shy
	Tier 3:	emotions, frustrated, worried, confused, challenge, exercise, affection, respect, polite, emotional, wail, sympathetic, scowl, nervous	emotions, frustrated, worried, confused, challenge, exercise, affection, respect, polite, emotional, wail, sympathetic, scowl, nervous	emotions, frustrated, worried, confused, challenge, exercise, affection, respect, polite, emotional, wail, sympathetic, scowl, nervous	emotions, frustrated, worried, confused, challenge, exercise, reflect, affection, unique, respect, appreciate, polite, tranquil, emotional, wail, sympathetic, empathy, scowl, nervous, awesome, regret	emotions, frustrated, worried, confused, challenge, exercise, reflect, affection, unique, respect, appreciate, polite, tranquil, emotional, wail, sympathetic, empathy, scowl, nervous, awesome, regret	emotions, frustrated, worried, confused, challenge, exercise, reflect, affection, unique, respect, appreciate, polite, tranquil, emotional, wail, sympathetic, empathy, scowl, nervous, awesome, regret
ELGs		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 to follow instructions involving several ideas or actions.		Managing Self. * Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. *Explain the reasons for rules, know right from wrong and try to behave accordingly. *Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices		Building Relationships. * 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.	

Understanding the World

Science / Geography / History / RE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Skills N1			<p>To talk about what they see in the world around them.</p> <p>To increase vocabulary linked to their new environment.</p>	<p>To use their senses to explore a range of natural materials and compare.</p>	<p>To explore how different things work.</p>	<p>Explore and talk about forces they can feel.</p>
N2	<p>To be able to talk about their body parts and what the function is of each part.</p> <p>To be able to identify similarities and differences between themselves and peers.</p>	<p>To begin to make sense of their own life story and family.</p> <p>To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, Hanukah is celebrated by Jewish people and Christmas is celebrated by Christians.</p>	<p>To use senses to explore the world around them.</p> <p>To understand the need to respect and care for the natural world.</p> <p>To explore different countries in the world and explore the differences and similarities to our own environment.</p>	<p>To learn about Easter and how it is an important celebration for Christians.</p> <p>To develop positive attitudes around the differences between people.</p> <p>Make comparisons between habitats of farm animals and domestic animals.</p> <p>Talk about the life cycle of a plant and animals.</p>	<p>To plant their own seeds and understand how to care for them.</p> <p>Talk about the life cycle of a plant and animals.</p>	<p>To learn about different modes of transportation and who operates them, how they travel to school, local area and natural environment.</p> <p>Show an interest in different occupations.</p>
Reception Skills	<p>To know about family structures and be able to talk about who is part of their family.</p> <p>To name and describe people familiar to them.</p> <p>To be able to observe and discuss similarities and differences in ourselves and how we look.</p>	<p>To recognise differences and similarities between different cultures.</p> <p>To understand that some places are special within the community.</p> <p>To learn about the different stories related to Autumn festivals and explore the natural world around them.</p> <p>To find out about some important figures from the past.</p> <p>To observe the effect of changing seasons.</p>	<p>To find out about some important figures from the past.</p> <p>To describe what they feel, hear and see outside linked to environmental changes.</p> <p>To recognise the changing seasons.</p>	<p>To be able to categorise animals by their characteristics.</p> <p>To recognise that some environments are different to the one we live in.</p> <p>To recognise the changing seasons.</p>	<p>To compare and contrast characters from a range of stories.</p> <p>To find out about some important figures from the past.</p> <p>To draw information on a simple map.</p> <p>Make own habitats using a range of resources.</p>	<p>To explore through books and exploration, that every living being has a life cycle and they change in shape and size as they grow.</p> <p>To take responsibility for the importance of looking after our environment and all living things.</p> <p>To recognise the changing seasons.</p>
Nursery Knowledge N1			<p>To understand the layout and workings of new environments and adapt to these changes.</p> <p>To use words to communicate needs within new settings and routines.</p>	<p>To understand the different environments around them, inside and out and show respect to both.</p>	<p>To understand that different tools, objects and environments all have a purpose and the best use for them.</p>	<p>To understand forces through water exploration and vehicle play.</p>

<p>N2</p>	<p>To understand basic hygiene routines and manage toileting and self-care.</p> <p>To use vocabulary to describe themselves, their family and peers.</p>	<p>To share stories or information about their immediate family and home environment.</p> <p>To understand that there are different celebrations for different cultures in our community. Christmas, Diwali, Eid</p>	<p>To understand the changes in the weather and seasons and the impact this has on us.</p> <p>To understand the need to respect and care for the natural world.</p> <p>To know there are different countries in the world and explore the differences and similarities.</p>	<p>To understand why Easter is an important celebration for Christians.</p> <p>To understand and respect differences between people.</p> <p>To understand the differences between the habitats of animals.</p> <p>To know and understand that all living creatures start life as a baby and grow into adulthood.</p>	<p>To know the key things a plant needs to be able to grow.</p> <p>To understand that all living things have a life cycle.</p>	<p>To understand different forms of travel.</p> <p>To know the important roles and occupations that adults have.</p>	
<p>Reception Knowledge</p>	<p>To understand why they are important and talk about themselves and their family with others.</p> <p>To understand and use vocabulary to describe themselves and others.</p> <p>To understand and discuss similarities and differences in ourselves and how we look.</p>	<p>To understand that there are different cultures and celebrations.</p> <p>To know that some places are special within the community.</p> <p>To know a range of festivals celebrated around the world.</p> <p>To know about some important figures from the past.</p> <p>To understand the effect of changing seasons.</p>	<p>To know about some important figures from the past.</p> <p>To understand the environmental changes at this time of the year.</p> <p>To understand that effect of changing seasons.</p>	<p>To know the different groups of animals.</p> <p>To know that some environments re different to the one we live in.</p> <p>To understand that effect of changing seasons.</p>	<p>To understand the similarities and difference between characters from a range of stories.</p> <p>To know about some important figures from the past.</p> <p>To understand the key information to be included on a simple map.</p> <p>To know that animals live in certain environments.</p>	<p>To know that every living being has a life cycle and they change in shape and size as they grow.</p> <p>To begin to understand the importance of looking after our environment and all living things.</p> <p>To understand that effect of changing seasons.</p>	
<p>Key Vocabulary</p>	<p>Tier 1: S: Scientific G: Geographical H: Historical R: Religious</p>	<p>S: day, night, grow, change G: same, different, old, new, home, school, church H: old, new, today, yesterday, tomorrow R: church</p>	<p>S: day, night, light, dark G: quiet, loud, busy, noisy H: old, new R: pray, quiet, God, church, thankful, Jesus, believe</p>	<p>S: day, night, light, dark, moon, sun G: quiet, loud, same, different H: old, new, today, yesterday, tomorrow</p>	<p>S: grow, change, G: quiet, loud, busy, noisy, same, different R: pray, quiet, Jesus, believe</p>	<p>G: same, different H: old, new</p>	<p>S: day, night, light, sun, hot, cold, hard, soft, grow, change, seeds, egg, pond, garden, G: same, different, old, new, school H: old, new, today, yesterday, tomorrow</p>
<p>Tier 2: S: Scientific G: Geographical H: Historical R: Religious</p>	<p>S: healthy, non-healthy, germs, teeth, dentist, doctor G: map, place, environment, left, right, under, besides, house, bungalow, flats, street, road, pavement H: same, different, change R: friendship, special</p>	<p>S: Autumn, Spring, Summer, Winter, season, lighter, darker, shadow G: environment H: same, different, change, order R: bible, friendship, special, wonder</p>	<p>S: Autumn, Spring, Summer, Winter, season, lighter, darker, frozen G: map, place, environment, left, right, under, besides, forwards, backwards H: same, different, change</p>	<p>S: woodland G: map, place, environment, noisy, similar R: bible, special, wonder,</p>	<p>S: wood, plastic, glass, metal, paper, rough, smooth, shiny G: map, place, house, bungalow, flats, street, road H: same, different, change</p>	<p>S: Autumn, Spring, Summer, Winter, season, plant, leaf, stem, roots, bulb, shoot, life cycle, caterpillar, woodland, butterfly R: friendship, special</p>	

	Tier 3: S: Scientific G: Geographical H: Historical R: Religious	G: community, safety, bridge, tunnel, roundabout, direction, landmark, symbols, journey, city, country, county H: past, present R: worship, belief, faith, responsibility, unique, valuable	G: symbols, journey, country, atlas, globe, travel H: past, present, fact, fiction, artefacts, modern, research R: religion, celebration, festival, Torah worship, synagogue, belief, faith, holiness, sacred, value, leader, promise, responsibility, unique, mosque, valuable, symbol	G: journey, globe, travel H: past, present, future, fact, fiction, research	S: carnivore, omnivore, herbivore, amphibian, reptile, mammal, camouflaged, survival, habitat, microhabitat G: continent, city, country, atlas, globe, travel R: religion, celebration, belief, faith, holiness, sacred, value, leader, promise, valuable, symbol	S: materials G: community, safety, bridge, direction, compass, landmark, symbols, journey, continent, city, country H: past, present, fact, fiction,	S: deciduous, evergreen, amphibian, camouflaged, survival, chrysalis, habitat, microhabitat H: past, present, future,
ELGs	<p style="text-align: center;"><u>Past and Present.</u></p> <ul style="list-style-type: none"> * Talk about the lives of the people around them and their roles in society. *Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. *Understand the past through settings, characters and events encountered in books read in class and storytelling. 		<p style="text-align: center;"><u>People, Culture and Communities.</u></p> <ul style="list-style-type: none"> * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. *Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. *Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 		<p style="text-align: center;"><u>The Natural World.</u></p> <ul style="list-style-type: none"> * Explore the natural world around them, making observations and drawing pictures of animals and plants. *Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. *Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 		

Expressive Arts & Design

Art / DT / Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Skills N1			<p>To join in with a range of nursery rhymes and counting songs.</p> <p>To begin to explore different materials and make simple models.</p>	<p>To take part in simple pretend play.</p>	<p>To take part in simple pretend play and use props to extend play.</p>	<p>To listen to music and create movements to the beat.</p>
N2	<p>To listen to and join in with Nursery rhymes.</p> <p>To make simple representations using construction kits.</p> <p>To create closed shapes and enclosures to represent building and objects.</p> <p>To listen to songs, rhymes and sounds with increasing attention.</p>	<p>To sing familiar Nursery Rhymes.</p> <p>To make patterns with paint and different objects.</p> <p>To make simple representations using construction kits.</p> <p>To use drawing and mark making to express ideas.</p> <p>To explore colour.</p> <p>To learn and remember words to key songs.</p>	<p>To learn about different textures and materials and make choices of what to use.</p> <p>To begin to develop more complex stories using small world sets.</p> <p>To respond to what they have heard and seen.</p> <p>Sing familiar Nursery Rhymes.</p> <p>To use a range of tools for a specific purpose.</p>	<p>To sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm.</p> <p>To listen to music and create movements to the different beats.</p> <p>To make patterns with paint and different objects, exploring what happens when you mix colours.</p> <p>To make more complex representations using construction kits.</p> <p>To develop own ideas and choose materials to express them.</p>	<p>To join different materials together to make a model.</p> <p>To draw a picture with increasing complexity and detail.</p> <p>To explore colour and colour mixing.</p>	<p>To begin to represent different emotions in pictures and paintings.</p> <p>To create own songs or improvise one they already know.</p> <p>To play instruments with increasing control.</p>
Reception Skills	<p>To remember the words to a range of songs.</p> <p>To listen attentively to music and express their feelings.</p>	<p>To use simple tools and techniques competently and appropriately.</p> <p>To sing in a group matching the pitch and melody.</p> <p>To watch and talk about dance and performance art.</p> <p>To construct with a purpose in mind.</p> <p>To observe and draw given objects.</p>	<p>To draw a range of objects noticing detail.</p> <p>To sing in a group or individually, matching the pitch and melody.</p> <p>To act out familiar storylines in small world play.</p>	<p>To use a range of resources to create own props to aid role play.</p> <p>To plan, carry out, evaluate and change where necessary.</p> <p>To constructs with a purpose in mind, using a variety of resources.</p> <p>To observe and draw given objects with increasing detail.</p>	<p>To use what they have learnt about media and materials in an original way and be able to explain their choices.</p> <p>To be able to select appropriate resources and adapts work where necessary.</p> <p>To collaborate with others to share ideas, resources and skills.</p> <p>To explore, use and refine a variety of artistic effects.</p> <p>To develop storylines in small world play.</p>	<p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To observe and draw given objects with increasing detail and add shading techniques.</p> <p>To begin to explain their artistic processes.</p> <p>To explore and engage in music making in groups.</p>

<p>Nursery Knowledge N1</p>			<p>To know a range of nursery rhymes and counting songs.</p> <p>To understand that different materials can be explored and used to make simple models.</p>	<p>To know that stories can be acted out during play.</p>	<p>To know that props and resources can be used to extend play.</p>	<p>To understand that music has a rhythm and steady beat.</p>
<p>N2</p>	<p>To know and sing some Nursery rhymes.</p> <p>To know that enclosures and models can be made with simple construction kits.</p> <p>To understand that blocks and bricks can form enclosed spaces for small world play.</p> <p>To know and choose from a collection of songs.</p>	<p>To know and sing a number of Nursery Rhymes without prompts.</p> <p>To know that patterns can be made using paint and different objects.</p> <p>To understand that basic models and representations can be made using construction kits.</p> <p>To know that drawing and mark making can be used to express ideas.</p> <p>To know the basic primary colours and that these can be mixed.</p> <p>To know and remember words to key songs.</p>	<p>To understand different textures and materials and how they can be used.</p> <p>To know that stories can be told using small world sets.</p> <p>To understand that music and dance can evoke an emotion in people.</p> <p>To understand the purpose of specific tools.</p>	<p>To know that a voice is an instrument, and this can be used alongside other instruments.</p> <p>To know that dance and movement can be created alongside music.</p> <p>To understand what happens when you mix different colours.</p> <p>To understand that models can be added to make more complex representations.</p> <p>To know that their own ideas can be explored to express themselves creatively.</p>	<p>To know a range of joins to fix models together.</p> <p>To understand how to use pencils to create complexity and detail in an observational drawing.</p> <p>To understand what happens when you mix different colours.</p>	<p>To understand that emotions can be conveyed through pictures and paintings.</p> <p>To understand how to compose music with instruments to create a song or improvise one they already know.</p> <p>To know how to play instruments with increasing control.</p>
<p>Reception Knowledge</p>	<p>To know the words to a range of songs.</p> <p>To understand that we can express emotions through music.</p>	<p>To learn the names of different tools and techniques that can be used to create Art.</p> <p>To know the names and uses of simple tools and techniques.</p> <p>To understand how to sing collaboratively in time, in a group matching the pitch and melody.</p> <p>To understand how to watch and evaluate dance and performance art.</p> <p>To know the outcome desired and construct with a purpose in mind.</p>	<p>To learn the names of different tools and techniques that can be used to create Art.</p> <p>To know to be able to safely construct with a purpose and evaluate their design.</p> <p>To know how to draw a range of objects noticing detail.</p> <p>To understand how to sing in a group or individually, matching the pitch and melody.</p> <p>To know how to act out familiar storylines in small world play.</p>	<p>To know to use a range of resources to create own props to aid role play.</p> <p>To understand how to plan, carry out, evaluate and change work where necessary.</p> <p>To plan to construct with a purpose in mind, using a variety of resources.</p> <p>To know how to observe and draw given objects with increasing detail.</p>	<p>To know they can safely construct with a purpose and evaluate their designs.</p> <p>To understand how to use different media and materials in an original way.</p> <p>To understand that they can select appropriate resources to adapt work where necessary.</p> <p>To understand how to collaborate with others to share ideas, resources and skills.</p> <p>To know they can, with confidence, explore, use and refine a variety of artistic effects on a piece of work.</p>	<p>Knows how to select tools and use techniques needed to shape, assemble and join materials they are using.</p> <p>To understand how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To know how to observe and draw given objects with increasing detail and add shading techniques.</p> <p>To begin to understand how to explain their artistic processes.</p>

			To understand that objects are detailed and to look at detail when drawing or painting.			To understand how to develop storylines in small world play.	To know they can explore and engage in music making in groups or individually.
Key Vocabulary	Tier 1: A: Art D: DT M: Music	A: paint, draw D: cut, stick, fix M: music, loud, quiet, sing	A: paint, draw D: cut, stick, fix M: music, loud, quiet, sing	A: paint, draw D: cut, stick, fix M: music, loud, quiet, sing	A: paint, draw, D: cut, stick, fix M: music, loud, quiet, sing	A: paint, draw, D: cut, stick, fix M: music, loud, quiet, sing	A: paint, draw, D: cut, stick, fix M: music, loud, quiet, sing
	Tier 2: A: Art D: DT M: Music	A: print, mix, doodle, sketch, create D: glue, plan, create M: dance, beat, noisy, slow, fast	A: print, mix, doodle, sketch, create D: glue, plan, create M: dance, beat, noisy, slow, fast	A: print, mix, doodle, sketch, create D: glue, plan, create M: dance, beat, noisy, slow, fast	A: print, mix, colour, effect, doodle, sketch, create, sculpt D: glue, plan, change, decorate, create M: dance, beat, noisy, slow, fast, story tell, imagine, create	A: print, mix, colour, effect, doodle, sketch, create, sculpt D: glue, plan, change, decorate, create M: dance, beat, noisy, slow, fast, story tell, imagine, create	A: print, mix, colour, effect, doodle, sketch, create, sculpt D: glue, plan, change, decorate, create M: dance, beat, noisy, slow, fast, story tell, imagine, create
	Tier 3: A: Art D: DT M: Music	A: shade, hue D: design, solve M: rhythm, pitch, pace	A: shade, hue D: design, solve M: rhythm, pitch, pace	A: shade, hue D: design, solve M: rhythm, pitch, pace	A: shade, hue, collage, embellish, mural D: design, adapt, embellish, functional, invent, solve M: rhythm, pitch, pace, pulse	A: shade, hue, collage, embellish, mural D: design, adapt, embellish, functional, invent, solve M: rhythm, pitch, pace, pulse	A: shade, hue, collage, embellish, mural D: design, adapt, embellish, functional, invent, solve M: rhythm, pitch, pace, pulse
ELGs	<p align="center"><u>Creating with Materials.</u></p> <p>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>*Share their creations, explaining the process they have used.</p> <p>*Make use of props and materials when role playing characters in narratives and stories.</p>			<p align="center"><u>Being Imaginative and Expressive</u></p> <p>*Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>*Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>			



OBS EYFS – Training for Mission Possible

The children in our school community are unique and special and we aim to celebrate each individual and what they bring to our school.

In addition to the Early Learning Goals, we aim for our children to achieve our ‘Training for Mission Possible’ goals. This part of our curriculum has been carefully designed to ensure that we give our children some extra special skills, opportunities and experiences as part of their learning journey with us. These are also a precursor to the ‘Mission Possible’ 50 experiences to have by the time our children leave in Year 6 at OBS.

OBS N1 Training for Mission Possible

Regulate	To use words to describe positive and negative feelings.	Milestone 1: To learn new words for emotions through books and stories.
		Milestone 2: To use words for emotions during circle time activities or within role-play.
Create	To create a piece of art with nature.	Milestone 1: To experiment and make creations using loose parts.
		Milestone 2: To experiment with items found in the early years garden.
Explore	To taste new foods.	Milestone 1: To talk about foods they like and dislike and give reasons.
		Milestone 2: To use the senses to explore and taste new fruit and vegetables at snack time.
Perform	To perform to others in a mini showcase.	Milestone 1: To learn and enjoy a variety of rhymes and songs with their nursery friends.
		Milestone 2: To talk about something that interests them in a show and tell activity.
Invent	To make up and tell a short story	Milestone 1: To enjoy listening to stories and join in when they can.
		Milestone 2: retell stories in their play using small world and puppet.
Read	To enjoy sharing books.	Milestone 1: With adult support, enjoy sharing books in the reading area.
		Milestone 2: To enjoy looking at books with friends in the reading area.
Experiment	To experiment with pattern to create a piece of art.	Milestone 1: To talk about patterns in the environment with adult support
		Milestone 2: To experiment with creating patterns within the continuous provision.
Ride	To ride a tricycle.	Milestone 1: To experiment with ride on toys.
		Milestone 2: To steer a tricycle and use feet to push along the ground.
Adventure	To create a map with friends for a role-play adventure.	Milestone 1: To explore simple maps with adult support.
		Milestone 2: To make a 3D map using small world equipment.

OBS N2 Training for Mission Possible

Regulate	To know a range of breathing techniques to help me feel calm.	Milestone 1: To take part in calm time each day.
		Milestone 2: To practise new breathing techniques with adult support.
Create	To create a sculpture out of materials of their choice.	Milestone 1: To understand what sculpture is through examples in books or online.
		Milestone 2: To explore different areas of the provision where sculptures can be made.
Explore	To bake a variety of food.	Milestone 1: To explore a range of baking tools and ingredients.
		Milestone 2: To use a range of kitchen tools appropriately.
Perform	To take part in a nursery showcase to parents.	Milestone 1: To perform to others in a small group.
		Milestone 2: To perform as part a performance to parents, including the Christmas show.
Invent	To make up and tell a story.	Milestone 1: To share ideas for stories with their nursery friends.
		Milestone 2: To draw their story ideas on a story map.
Read	To read for pleasure	Milestone 1: To enjoy sharing books with friends in the reading area.
		Milestone 2: To explore different text types and identify own preferences.
Experiment	To use pattern to create a picture.	Milestone 1: To spot patterns in the environment and talk about them.
		Milestone 2: To copy a pattern.
Ride	To ride a balance bike	Milestone 1: To ride a tricycle independently
		Milestone 2: To sit on a balance bike and walk/run with it.
Adventure	To follow a simple map for a hide and seek adventure.	Milestone 1: To create simple maps to use within their play.
		Milestone 2: To locate areas on a map of familiar surroundings with adult support.

OBS F2 Training for Mission Possible











Regulate	To have a toolkit of strategies to manage emotions and enhance wellbeing.	Milestone 1: To take part in Calm Time each day.
		Milestone 2: To learn to label their feelings and ways to express them appropriately.
		Milestone 3: To explore a variety of ways to relax and be calm.
Create	To create a quality piece of art for display in the EYFS gallery.	Milestone 1: To experiment with a variety of media and talk about what they have made.
		Milestone 2: To accept feedback on the work they have created and make adaptations.
		Milestone 3: To create a piece of art with increasing attention to detail.
Explore	To follow a recipe to make a biscuit.	Milestone 1: To use simple tools and ingredients related to cooking within their play.
		Milestone 2: To follow recipe cards/paint mixing cards with minimal adult support.
		Milestone 3: To follow steps to make a biscuit in a small group with adult support.
Perform	To take part in a whole EYFS unit showcase.	Milestone 1: To share information about themselves, contribute to Jigsaw discussions.
		Milestone 2: To perform in a familiar group within the classroom.
		Milestone 3: To perform stories to a larger audience within the unit.
Invent	To make and publish a story book.	Milestone 1: To join in with simple stories during big book sessions.
		Milestone 2: To share ideas for innovating a familiar story as part of the class.
		Milestone 3: To innovate a familiar story independently.
Read	To read for pleasure.	Milestone 1: To enjoy listening to stories in class.
		Milestone 2: To choose reading within the continuous provision.
		Milestone 3: To visit the library and choose books that interest them.
Experiment	To use pattern to make a frame for a piece of art.	Milestone 1: To copy a 3 part pattern.
		Milestone 2: To experiment with resources to create their own patterns.
		Milestone 3: To experiment with repeating patterns around different shapes.
Ride	To ride a bike independently.	Milestone 1: To ride a balance bike.
		Milestone 2: To pedal a bike with adult support.
		Milestone 3: To begin to pedal a bike independently, keeping balance for several metres.
Adventure	To use a map to complete a treasure hunt.	Milestone 1: To make own maps and use them within their play.
		Milestone 2: To look at real maps and identify key features with adult support.
		Milestone 3: To follow a map in a group activity with adult support.







Impact:

At Old Basford School we have a passionate and highly experienced Early Years Team. We are proud to be reflective practitioners who are continually striving to provide the best experience we can for our children. The early years phase leader continuously monitors the impact of our provision on children's attainment and progress in many ways, including learning walks to observe teaching and learning, data analysis and collecting pupil voice. In addition, the phase leader meets regularly with the early years team to support the staff in undertaking quality assurance activities to reflect on and maintain the effectiveness of the learning environment.

From their own starting points, children become successful learners making good progress academically and in their personal and social development. Through an Early Years journey rich in wonder and memorable experiences, children develop their characteristics of effective learning and skills across all areas of the curriculum. Children have experienced the opportunity to develop and pursue their interests, talents and future goals. They develop a sense of the wider world around them, including tolerance, compassion and respect for others. Ultimately, the impact of our Early Years Curriculum is reflected in well-rounded, happy, inquisitive and confident children transitioning into Year 1 with a continued thirst for learning.

Supporting Documentation

EYFS Philosophy  Old Basford School EYFS Philosophy	Reading Overview  Reading progression document	Writing Overview  Writing Progression Document	Maths Overview  OBS Maths Whole School Progression	F1 Autumn 1 MTP*  F1 MTP Autumn 1 23-24.docx	F1 Autumn 2 MTP*  F1 MTP Autumn 2 23-24.docx	F1 Spring 1 MTP*  F1 MTP Spring 1	F1 Spring 2 MTP*  F1 MTP Spring 2	F1 Summer 1 MTP*  F1 MTP Summer 1	F1 Summer 2 MTP*  F1 MTP Summer 2
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<p>OBS Art Progression</p>	<p>OBS Computing Progression</p>  <p>OBS COMPUTING PROGRESSION</p>	<p>OBS DT Progression</p>	<p>OBS Geography Progression</p>	<p>F2 Autumn 1 MTP</p>	<p>F2 Autumn 2 MTP*</p>  <p>F2 MTP Autumn 2.docx</p>	<p>F2 Spring 1 MTP*</p>  <p>F2 MTP Spring 1</p>	<p>F2 Spring 2 MTP*</p>  <p>F2 MTP Spring 2</p>	<p>F2 Summer 1 MTP*</p>  <p>F2 MTP Summer 1</p>	<p>F2 Summer 2 MTP*</p>  <p>F2 MTP Summer 2</p>
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SKILLS: EXPLORATION
EVALUATION
DRAWING
PAINTING
PRINTING
TEXTILES
3D FORM

Pupils should be able to create with their imagination.
Creating with their imagination

- Safely
- Share

At Old Basford School children in our school and be able to do...
Expressive Arts
The development of play with a wide range of materials to communicate through...
Continuous Provision
In continuous provision they will explore...
Focused Learning

Art / DT
Nursery Skills
Nursery Skills
Nursery Skills
Reception Skills
Nursery Skills
Nursery Skills

KEY SKILLS:
Developing, planning
Working with technology
Evaluating processes

Pupils should be able to create with their imagination.
Creating with their imagination

- Safely
- Share

At Old Basford School children in our school and be able to do...
Expressive Arts
The development of play with a wide range of materials to communicate through...
Continuous Provision
In continuous provision they will explore...
Focused Learning

Art / DT
Nursery Skills
Nursery Skills
Nursery Skills
Reception Skills
Nursery Skills
Nursery Skills

KEY SKILLS:
GEOGRAPHICAL
DIRECTION AND MAPWORK
FIELDWORK

People, Culture
Pupils should be able to describe and explain appropriate

- Describe
- Explain








At Old Basford School children in our school and be able to do...
Understanding
Understanding the world around them through fiction, rhymes and stories that support understanding...
Continuous Provision
In continuous provision they will be given...
Focused Learning

Science / Geography
Nursery Skills
Nursery Skills
Nursery Skills
Reception Skills
Nursery Skills
Nursery Skills

Topic Title
Talk for Writing
Key Questions
Who is in the story?
What are the characters doing?
Who would you like to be?
What is the story about?
What would you do if you were in the story?
Why do you think the story is important?

Skill

SKILLS
Planning
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<p>OBS History Progression</p>	<p>OBS Music Progression</p>  <p>OBS MUSIC PROGRESSION</p>	<p>OBS PE Progression</p>	<p>OBS PHSE Progression</p>  <p>OBS PSHE PROGRESSION</p>	<p>OBS RE Progression</p>  <p>OBS RE PROGRESSION</p>	<p>OBS Science Progression</p>	<p>Development Matters</p>  <p>Development Matte</p>	<p>Birth to 5</p>  <p>Birthto5Matters</p>	<p>Parent Guidance</p>  <p>Parent Guide to EYF</p>	<p>Tiered Vocabulary</p>  <p>Tiered Words</p>
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*Medium Term Plans to be updated half termly throughout the year