



Doing all the good we can

## EYFS Medium Term Planning Year A Summer

### How do people tell their stories?

What is it made of and why?

\*Nursery 1 Outcomes

\*Nursery 2 Outcomes

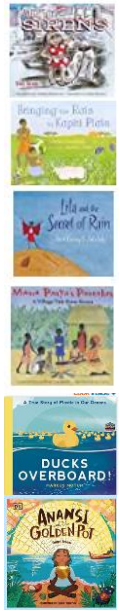
\*Reception Outcomes

Area of Learning	25.4.22	2.5.22 (4)	9.5.22	16.5.22	23.5.22	6.6.22	13.6.22	20.6.22	27.6.22	4.7.22	11.7.22	18.7.22
<b>Block Focus</b>	The Natural World (Geography)		Past and Present (History)	Technology and E Safety (Computing)	Being Imaginative and Expressive (Music)	The Natural World (Science) Plants continued		Creating With Materials (Art)	Creating With Materials (D&T)		People, Culture and Communities (RE)	
<b>Seasons and Celebrations</b>		National Sun Awareness Week 2nd May to 8th May 2022	World Fair Trade Day 7th May 2022	National Children's Day UK 15th May 2022	24 May Wesley Day	World Environment Day 5th Jun 2022	Father's Day 19th Jun 2022	Make Music Day 21st Jun 2022	Wimbledon Fortnight 27th Jun to 10th Jul 2022	American Independence Day 4th Jul 2022		
<b>Predicted Stimulus</b>		Eid al-Fitr 2nd May to 3rd May 2022		National Numeracy Day 18th May 2022	Queen's Jubilee (3.6.22) The Queen's Platinum Jubilee Weekend 2nd Jun to 5th Jun 2022	World Oceans Day 8th Jun 2022		Summer Begins 21st Jun 2022		Eid ul-Adha 9th Jul to 10th Jul 2022		
		National Bike to School Day 4th May 2022		World Bee Day 20th May 2022	World Milk Day 1st Jun 2022			World Refill Day 24th Jun 2022				

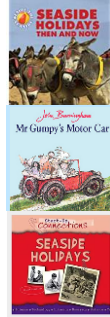
*Doing all the good we can*

**Predicted Texts**

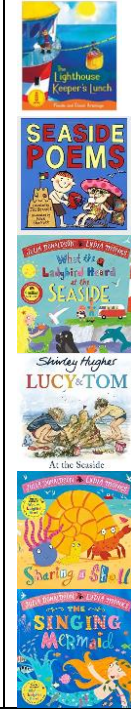
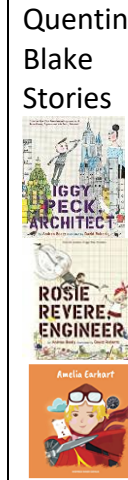
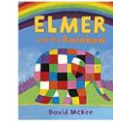
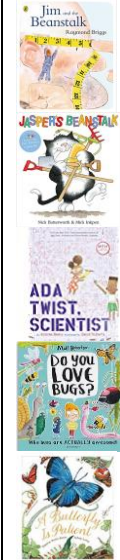
Katie Morag stories



Magic Grandad

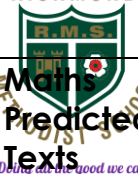


**Truthfulness**



**Christian Values**

Service



Jack The Builder – Stuart J Murphy
One Moose, 20 Mice – Stella Blackstone
One to 10 and Back Again – Nick Sharratt
A Dozen Ducklings Lost and Found – Harriet Ziefert
Which is Round? Which is Bigger? – Mineko Marmada
1 is a Snail, 10 is a Crab – April Sayre & Jeff Sayre
1 is One – Tasha Tudor
The Real Princess – Brenda Williams
10 on a Train – John O’Leary
20 Big Trucks in the Middle of the Street – Mark Lee
Snail Trail: A Journey Through Modern Art – Jo Saxton
Which One Doesn’t Belong – Christopher Danielson

Mouse Count – Ellen Stoll Walsh
Mr Gumpy’s Outing – John Burningham
Rosie’s Zoo – Allie Busby
One Ted Falls Out of Bed – Julia Donaldson
Quack and Count – Keith Baker
My Granny Went to Market – Stella Blackstone
Tad – Benji Davis
The Shopping Basket – John Burningham
Monster Math – Anne Miranda
Elevator Magic – Stuart J Murphy
Grandpa’s Quilt – Betsy Franco
Jack and the Flumflum Tree – Julia Donaldson
Pezzettino – Neo Lioni

This is the Story of Alison Hubble – Allan Ahlberg
Two of Everything – Lilly Hong
Double Dave – Sue Hendra
Double the Ducks – Stuart J Murphy
The Doorbell Rang – Pat Hutchins
The Gingerbread Man – Traditional
Bean Thirteen – Matthew McElligott
One Hungry Cat – Joanne Rocklin
Ness the Nurse – Nick Sharratt
One Odd Day – Doris Fisher
Pete the Cat and the Missing Cupcakes – K & J Dean
Underwater Counting – Jerry Pallotta
What the Ladybird Heard – Julia Donaldson
Rosie’s Walk – Pat Hutchins
Mr Gumpy’s Motor Car – John Burningham

Mr Gumpy’s Outing – John Burningham
Billy’s Bucket – Kes Gray
Mr Archimede’s Bath – Pamela Allen
Who Sank the Boat – Pamela Allen
How Many Legs – Kes Gray
Pattern Bugs & Pattern Fish – Trudy Harris
The Secret Path – Nick Buterworth
Me on the Map – Joan Sweeney
Little Red Riding Hood – Traditional
If I Built a House – Chris Van Dusen
Once Upon a Time Map Book – B.G. Hennessy
In Every House on Every Street – Jess Hitchman

**C & L**  
Listening,  
Attention and  
Understanding

**Nursery 1**

- Listens to others in one-to-one or small groups, when conversation interests them
- Listens to familiar stories with increasing attention and recall
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Focusing attention – can still listen or do, but can change their own focus of attention
- Is able to follow directions (if not intently focused)
- Understands use of objects (e.g. Which one do we cut with?)
- Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture
- Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box
- Beginning to understand why and how questions

**Nursery 2**

- Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity
- May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span
- Understands a range of complex sentence structures including negatives, plurals and tense markers
- Beginning to understand humour, e.g. nonsense rhymes, jokes
- Able to follow a story without pictures or props
- Listens and responds to ideas expressed by others in conversation or discussion
- Understands questions such as who; why; when; where and how

**Reception**  
**Statutory ELG: Listening, Attention and Understanding**  
Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions

**Nursery 1**

- Listens to others in one-to-one or small groups, when conversation interests them
- Listens to familiar stories with increasing attention and recall
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**Nursery 2**

- Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity
- May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span
- Understands a range of complex sentence structures including negatives, plurals and tense markers
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- Able to follow a story without pictures or props
- Listens and responds to ideas expressed by others in conversation or discussion
- Understands questions such as who; why; when; where and how

**Reception**  
**Statutory ELG: Listening, Attention and Understanding**  
Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

	<p>when being read to and during whole class discussions and small group interactions - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Statutory ELG: Self-Regulation</b>          Children at the expected level of development will: - 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.</p>	<p><b>Statutory ELG: Self-Regulation</b>          Children at the expected level of development will: - 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.</p>
<p><b>C&amp;L Speaking</b></p>	<p><b>Nursery 1</b></p> <ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts (e.g. using and, because)</li> <li>• Able to use language in recalling past experiences</li> <li>• Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</li> <li>• Uses talk to explain what is happening and anticipate what might happen next</li> <li>• Questions why things happen and gives explanations. Asks e.g. who, what, when, how</li> <li>• Beginning to use a range of tenses (e.g. play, playing, will play, played)</li> <li>• Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others</li> <li>• Talks more extensively about things that are of particular importance to them</li> <li>• Builds up vocabulary that reflects the breadth of their experiences</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</li> </ul> <p><b>Nursery 2</b></p> <ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>• Uses language to imagine and recreate roles and experiences in play situations</li> <li>• Links statements and sticks to a main theme or intention</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Introduces a storyline or narrative into their play</li> </ul> <p><b>Reception</b>  <b>Statutory ELG: Listening, Attention and Understanding</b>          Children at the expected level of development will: - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p><b>Nursery 1</b></p> <ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts (e.g. using and, because)</li> <li>• Able to use language in recalling past experiences</li> <li>• Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</li> <li>• Uses talk to explain what is happening and anticipate what might happen next</li> <li>• Questions why things happen and gives explanations. Asks e.g. who, what, when, how</li> <li>• Beginning to use a range of tenses (e.g. play, playing, will play, played)</li> <li>• Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture • Uses intonation, rhythm and phrasing to make the meaning clear to others</li> <li>• Talks more extensively about things that are of particular importance to them</li> <li>• Builds up vocabulary that reflects the breadth of their experiences</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</li> </ul> <p><b>Nursery 2</b></p> <ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>• Uses language to imagine and recreate roles and experiences in play situations</li> <li>• Links statements and sticks to a main theme or intention</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Introduces a storyline or narrative into their play</li> </ul> <p><b>Reception</b>  <b>Statutory ELG: Listening, Attention and Understanding</b>          Children at the expected level of development will: - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Statutory ELG: Speaking</b>          Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

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<p><b>PSHE</b></p>	<p>Look What I Can Do!          Yes I can!</p>	<p>How can we look after each other, our community and our environment?          What will change as we go into Year 1 and what will stay the same?</p>
<p><b>P,S and E D</b>          Self Regulation</p>	<p><b>Nursery 1</b></p> <ul style="list-style-type: none"> <li>• Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</li> <li>• May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares</li> <li>• Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants</li> <li>• Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings</li> <li>• Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</li> </ul> <p><b>Nursery 2</b></p> <ul style="list-style-type: none"> <li>• Understands their own and other people's feelings, offering empathy and comfort</li> <li>• Talks about their own and others' feelings and behaviour and its consequences</li> <li>• Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</li> <li>• Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</li> <li>• Seeks support, "emotional refuelling" and practical help in new or challenging situations.</li> <li>• Is aware of behavioural expectations and sensitive to ideas of justice and fairness</li> <li>• Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise</li> </ul> <p><b>Reception</b></p> <p><b>Statutory ELG: Self-Regulation</b> Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p><b>Statutory ELG: Managing Self</b> Children at the expected level of development will: - Explain the reasons for rules, know right from wrong and try to behave accordingly</p>	<p><b>Nursery 1</b></p> <ul style="list-style-type: none"> <li>• Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</li> <li>• May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares</li> <li>• Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants</li> <li>• Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings</li> <li>• Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</li> </ul> <p><b>Nursery 2</b></p> <ul style="list-style-type: none"> <li>• Understands their own and other people's feelings, offering empathy and comfort</li> <li>• Talks about their own and others' feelings and behaviour and its consequences</li> <li>• Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</li> <li>• Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</li> <li>• Seeks support, "emotional refuelling" and practical help in new or challenging situations.</li> <li>• Is aware of behavioural expectations and sensitive to ideas of justice and fairness</li> <li>• Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise</li> </ul> <p><b>Reception</b></p> <p><b>Statutory ELG: Self-Regulation</b> Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p><b>Statutory ELG: Managing Self</b> Children at the expected level of development will: - Explain the reasons for rules, know right from wrong and try to behave accordingly</p>



	<p><b>Nursery 1</b></p> <ul style="list-style-type: none"> <li>• Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers</li> <li>• Is sensitive to others' messages of appreciation or criticism</li> <li>• Enjoys a sense of belonging through being involved in daily tasks</li> <li>• Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others</li> <li>• Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</li> </ul> <p><b>Nursery 2</b></p> <ul style="list-style-type: none"> <li>• Recognises that they belong to different communities and social groups and communicates freely about own home and community</li> <li>• Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination</li> <li>• Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group</li> <li>• Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms</li> <li>• Has a clear idea about what they want to do in their play and how they want to go about it • Shows confidence in choosing resources and perseverance in carrying out a chosen activity</li> </ul> <p><b>Reception</b> <b>Statutory ELG: Managing Self</b> Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p>
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<p><b>P,S and E D</b> Building Relationships</p>	<p><b>Nursery 1</b></p> <ul style="list-style-type: none"> <li>• Seeks out companionship with adults and other children, sharing experiences and play ideas</li> <li>• Uses their experiences of adult behaviours to guide their social relationships and interactions</li> <li>• Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</li> <li>• Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</li> <li>• Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</li> </ul> <p><b>Nursery 2</b></p> <ul style="list-style-type: none"> <li>• Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others</li> <li>• Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking</li> </ul>
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	<ul style="list-style-type: none"> <li>• Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours</li> <li>• Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</li> <li>• Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations</li> <li>• Is proactive in seeking adult support and able to articulate their wants and needs</li> <li>• Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship</li> </ul> <p><b>Reception</b>  <b>Statutory ELG: Building Relationships</b>  Children at the expected level of development will: - 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.  <b>Statutory ELG: Managing Self</b>  Children at the expected level of development will: - Explain the reasons for rules, know right from wrong and try to behave accordingly</p>	<ul style="list-style-type: none"> <li>• Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations</li> <li>• Is proactive in seeking adult support and able to articulate their wants and needs</li> <li>• Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship</li> </ul> <p><b>Reception</b>  <b>Statutory ELG: Building Relationships</b>  Children at the expected level of development will: - 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.  <b>Statutory ELG: Managing Self</b>  Children at the expected level of development will: - Explain the reasons for rules, know right from wrong and try to behave accordingly</p>
<p><b>P.E</b></p>	<p>Dance – EYFS –Keep Moving with Bollywood</p> <ul style="list-style-type: none"> <li>• Plan and perform a sequence of movements</li> <li>• Improve sequences based on feedback</li> <li>• Think of more than one way to create a sequence which follows some rules</li> </ul> <p>Gymnastics – use of equipment</p>	<p>Athletics  Sports Day</p>
<p><b>PD</b>  Gross Motor Skills</p>	<p><b>Nursery 1</b></p> <ul style="list-style-type: none"> <li>• Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</li> <li>• Walks down steps or slopes whilst carrying a small object, maintaining balance and stability</li> <li>• Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</li> <li>• Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</li> <li>• Can grasp and release with two hands to throw and catch a large ball, beanbag or an object</li> <li>• Creates lines and circles pivoting from the shoulder and elbow</li> </ul> <p><b>Nursery 2</b></p> <ul style="list-style-type: none"> <li>• Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as</li> </ul>	<p><b>Nursery 1</b></p> <ul style="list-style-type: none"> <li>• Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</li> <li>• Walks down steps or slopes whilst carrying a small object, maintaining balance and stability</li> <li>• Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</li> <li>• Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</li> <li>• Can grasp and release with two hands to throw and catch a large ball, beanbag or an object</li> <li>• Creates lines and circles pivoting from the shoulder and elbow</li> </ul> <p><b>Nursery 2</b></p> <ul style="list-style-type: none"> <li>• Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</li> <li>• Experiments with different ways of moving, testing out ideas and adapting movements to</li> </ul>

	<p>slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</p> <ul style="list-style-type: none"> <li>• Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</li> <li>• Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</li> </ul> <p><b>Reception</b> <b>Statutory ELG: Gross Motor Skills</b> Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<ul style="list-style-type: none"> <li>• Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</li> </ul> <p><b>Reception</b> <b>Statutory ELG: Gross Motor Skills</b> Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<p><b>PD</b> Fine Motor Skills</p>	<p><b>Nursery 1</b></p> <ul style="list-style-type: none"> <li>• Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</li> </ul> <p><b>Nursery 2</b></p> <ul style="list-style-type: none"> <li>• Uses simple tools to effect changes to materials</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control and intention</li> <li>• Shows a preference for a dominant hand</li> <li>• Begins to use anticlockwise movement and retrace vertical lines</li> <li>• Begins to form recognisable letters independently</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</li> </ul> <p><b>Reception</b> <b>Statutory ELG: Fine Motor Skills</b> Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>	<p><b>Nursery 1</b></p> <ul style="list-style-type: none"> <li>• Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</li> </ul> <p><b>Nursery 2</b></p> <ul style="list-style-type: none"> <li>• Uses simple tools to effect changes to materials</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control and intention</li> <li>• Shows a preference for a dominant hand</li> <li>• Begins to use anticlockwise movement and retrace vertical lines</li> <li>• Begins to form recognisable letters independently</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</li> </ul> <p><b>Reception</b> <b>Statutory ELG: Fine Motor Skills</b> Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>
<p><b>PD</b> Healthcare</p>	<p>Toothbrushing</p> <p><b>Nursery 1</b></p> <ul style="list-style-type: none"> <li>• Can tell adults when hungry, full up or tired or when they want to rest, sleep or play</li> <li>• Observes and can describe in words or actions the effects of physical activity on their bodies.</li> </ul>	<p>Toothbrushing</p> <p><b>Nursery 1</b></p> <ul style="list-style-type: none"> <li>• Can tell adults when hungry, full up or tired or when they want to rest, sleep or play</li> <li>• Observes and can describe in words or actions the effects of physical activity on their bodies.</li> <li>• Can name and identify different parts of the body</li> </ul>



- Can name and identify different parts of the body
- Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely
- Can wash and can dry hands effectively and understands why this is important
- Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body
- Observes and controls breath, able to take deep breaths, scrunching and releasing the breath
  - Can mirror the playful actions or movements of another adult or child
  - Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom

**Nursery 2**

- Eats a healthy range of foodstuffs and understands need for variety in food
- Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures
- Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad
- Can initiate and describe playful actions or movements for other children to mirror and follow
- Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important
- Usually dry and clean during the day
- Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others
- Shows understanding of how to transport and store equipment safely
- Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience

**Reception**

**Statutory ELG: Managing Self**

Children at the expected level of development will: - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

- Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely
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- Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body
- Observes and controls breath, able to take deep breaths, scrunching and releasing the breath
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**L**  
Comprehension

**ELG-**  
 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand

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

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**Nursery 1**

- Listens to and joins in with stories and poems, when reading one-to-one and in small groups
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories
- Talks about events and principal characters in stories and suggests how the story might end
- Shows interest in illustrations and words in print and digital books and words in the environment
- Recognises familiar words and signs such as own name, advertising logos and screen icons
- Looks at and enjoys print and digital books independently
- Knows that print carries meaning and, in English, is read from left to right and top to bottom
- Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)
- Handles books and touch screen technology carefully and the correct way up with growing competence
- Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps
- Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words

**Nursery 2**

- Enjoys an increasing range of print and digital books, both fiction and non-fiction
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading
- Describes main story settings, events and principal characters in increasing detail
- Re-enacts and reinvents stories they have heard in their play
- Knows that information can be retrieved from books, computers and mobile digital devices • Is able to recall and discuss stories or information that has been read to them, or they have read themselves
- Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example
- Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee
- Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences

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- Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text
- Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.

**Reception**

**Statutory ELG: Word Reading**

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

	<ul style="list-style-type: none"> <li>Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</li> <li>Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.</li> </ul> <p><b>Reception</b>  <b>Statutory ELG: Word Reading</b>          Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by soundblending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	
<p><b>L</b>          Writing</p>	<p><b>Nursery 1</b></p> <ul style="list-style-type: none"> <li>Makes up stories, play scenarios, and drawings in response to experiences, such as outings</li> <li>Sometimes gives meaning to their drawings and paintings</li> <li>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</li> <li>Includes mark making and early writing in their play</li> <li>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</li> <li>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</li> <li>Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</li> <li>Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</li> </ul> <p><b>Nursery 2</b></p> <ul style="list-style-type: none"> <li>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</li> <li>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</li> <li>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</li> <li>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</li> <li>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</li> </ul> <p><b>Reception</b>  <b>Statutory ELG: Writing</b>          Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>	<p><b>Nursery 1</b></p> <ul style="list-style-type: none"> <li>Makes up stories, play scenarios, and drawings in response to experiences, such as outings</li> <li>Sometimes gives meaning to their drawings and paintings</li> <li>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</li> <li>Includes mark making and early writing in their play</li> <li>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</li> <li>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</li> <li>Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</li> <li>Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</li> </ul> <p><b>Nursery 2</b></p> <ul style="list-style-type: none"> <li>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</li> <li>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</li> <li>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</li> <li>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</li> <li>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</li> </ul> <p><b>Reception</b>  <b>Statutory ELG: Writing</b>          Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>

	To 20 and beyond	First, Then, Now		Find my pattern	
<p><b>Maths</b> Number And Number Patterns</p>	<p><b>Nursery 1</b> Comparison  <ul style="list-style-type: none"> <li>Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two.</li> </ul>           Same! Counting  <ul style="list-style-type: none"> <li>May enjoy counting verbally as far as they can go</li> <li>Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.</li> <li>Uses some number names and number language within play, and may show fascination with large numbers</li> <li>Begin to recognise numerals 0 to 10 Cardinality • Subitises one, two and three objects (without counting)</li> <li>Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)</li> <li>Links numerals with amounts up to 5 and maybe beyond</li> <li>Explores using a range of their own marks and signs to which they ascribe mathematical meanings Composition</li> <li>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers</li> <li>Beginning to use understanding of number to solve practical problems in play and meaningful activities</li> <li>Beginning to recognise that each counting number is one more than the one before</li> <li>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</li> </ul>           Measures  <ul style="list-style-type: none"> <li>In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items</li> </ul> <p><b>Nursery 2</b> Comparison  <ul style="list-style-type: none"> <li>Uses number names and symbols when comparing numbers, showing interest in large numbers</li> <li>Estimates of numbers of things, showing understanding of relative size</li> </ul>           Counting  <ul style="list-style-type: none"> <li>Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0</li> <li>Increasingly confident at putting numerals in order 0 to 10 (ordinality)</li> </ul>           Cardinality  <ul style="list-style-type: none"> <li>Engages in subitising numbers to four and maybe five</li> <li>Counts out up to 10 objects from a larger group</li> <li>Matches the numeral with a group of items to show how many there are (up to 10)</li> </ul>           Composition  <ul style="list-style-type: none"> <li>Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects</li> <li>Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three</li> <li>In practical activities, adds one and subtracts one with numbers to 10</li> </ul> </p> </p>		<p><b>Nursery 1</b> Comparison  <ul style="list-style-type: none"> <li>Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. 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**Measures**

- Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy
- Becomes familiar with measuring tools in everyday experiences and play
- Is increasingly able to order and sequence events using everyday language related to time
- Beginning to experience measuring time with timers and calendars

**Reception**

**Statutory ELG: Number**

Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number;- Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

**Statutory ELG: Numerical Patterns**

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

**Statutory Educational Programme: Mathematics In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.**

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**U the W**  
 Past and Present

**Nursery**

- Begin to make sense of own life-story & family's history
- Question why things happened & give explanations

- Understand why and how questions
- Asks who, what, when & how
- Develop an understanding of growth, decay and changes over time
- Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world
- Bring in photographs, videos, visitor Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night
- Understand and use vocabulary such as: how, why, because
- Understand and use vocabulary

such as: I can see, I saw, same, different, change, what happened? Why? because

**Reception •**

Use talk to organise, sequence and clarify thinking and events

- Ask questions to find out more & to check understanding of what has been said
- Understands questions such as who, why, when, where & how
- Understands a range of complex sentence structures including tense markers
- Engage in non-fiction books
- Use talk to organise, sequence & clarify thinking, ideas,

feelings & events

- Articulate ideas & thoughts in well-formed sentences
- Ask questions to find out more & to check understanding of what has been said
- Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night
- Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why?
- Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened?



because,  
 explain

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

read in  
 class &  
 storytelling

**U the W**  
 People,  
 Culture and  
 Communities

**Nursery**

- Begin to make sense of their own life story & family history
- Talk about what they have experienced or seen in photos
- Develop positive attitudes about the differences between people
- Know some of the things that make them unique, & can talk about some of the similarities & differences in relations to friends & family
- Shows interest in the lives of people who are familiar to them
- Enjoys joining in with family







• Begin to understand the effect their behaviour can have on the environment

**Reception**

- Observe, find out about and identify features in the place they live and in the natural world.
- Find out about their environment and talk about those features they like/dislike.
- Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.
- Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.
- Recognise some environments that are different to the one in which they live.
- Explore their local environment and talk about the changes they see.
- Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.
- Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions
- Understand the effect of changing seasons on the natural world around them

stem, garden plants, wild plants, seeds  
 • Use all the senses in hands-on exploration of plants  
 • Understand the key features of the life cycle of a plant

**Reception**

- All plants need water, light and warmth to grow and survive
- A seed produces roots to allow water to get into the plant and shoots to produce leaves to collect the sunlight
- Extend vocabulary: blossom, buds, bulb, evergreen, deciduous
- Describe what they see, hear & feel whilst outside
- Name & describe some plants
- Draw pictures of plants
- Understand the effect of changing seasons on the natural world around them

**Biology ELG -**  
**- Explore the natural world around them, making observations and drawing pictures of animals and plants**

	<p><b>ELG – Know some similarities &amp; differences between the natural world around them &amp; contrasting environments, drawing on their experiences &amp; what has been read in class.</b></p> <p><b>Understand some important processes and changes in the natural world around them, including the seasons</b></p> <p><b>ELG – Know some similarities &amp; differences between the natural world around them &amp; contrasting environments, drawing on their experiences &amp; what has been read in class</b></p> <p><b>Understand some important processes and changes in the natural world around them, including the seasons</b></p>				<p><b>- 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</b></p> <p><b>- Understand some important processes and changes in the natural world around them, including the seasons</b></p>							
<p><b>Technology</b></p>				<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</li> <li>• Shows an interest in technological toys with knobs or pulleys, real objects such</li> </ul>								

as cameras, and touchscreen devices such as mobile phones and tablets

- Knows that information can be retrieved from digital devices and the internet
- Knows how to operate simple equipment, e.g. turn on CD player, uses a remote control, can navigate touch-capable technology with support
- Know how to handle equipment safely
- Begin to know that they shouldn't use devices without supervision

**Reception**

- Develops digital literacy skills by being able to access, understand



and interact with a range of technologies

- Completes a simple program on electronic devices
- Can create content such as a video recording, stories, and/or draw a picture on screen
- Begin to list different IT in their home
- Begin to give reasons why we need to stay safe online
- Can use the internet with adult supervision to find and retrieve information of interest to them

**E A & D  
 Creating  
 with  
 Materials**

**EA & D**

**Nursery**

- Remember & sing familiar songs e.g. pop songs, rhymes

**Nursery:**

- Join different materials & explore different textures •

**Nursery:**

- Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing,



					<ul style="list-style-type: none"> <li>• Taps out simple repeated rhythms</li> <li>• Creates sounds to accompany stories</li> <li>• Sing the melodic shape (moving melody, such as up &amp; down, down &amp; up) of familiar songs</li> <li>• Play instruments with increasing control to express their feelings &amp; ideas</li> <li>• Explore &amp; learn how sounds &amp; movements can be changed e.g. louder, quieter</li> <li>• Notice what other children &amp; adults do, mirror what is observed, adding variations &amp; doing it spontaneously</li> <li>• Respond to what they have heard, expressing their thoughts &amp; feelings</li> <li>• Develop an understanding of how to create &amp; use sounds intentionally</li> <li>• Create own songs, or improvise a song around one they know</li> </ul>			<p>Develop own ideas &amp; decide which materials to use to express them</p> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Develop own ideas through experimentation with diverse materials to express &amp; communicate their discoveries &amp; understanding</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>- Share their creations, explaining the process they have used</li> <li>- Make use of props and materials when role-playing characters in narratives and stories</li> </ul>	<p>making enclosures and creating spaces</p> <ul style="list-style-type: none"> <li>• Use available resources to create props or creates imaginary ones to support play</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Use increasing knowledge &amp; understanding of tools &amp; materials to explore their interests &amp; enquiries &amp; develop their thinking</li> <li>• Create representations both imaginary &amp; real-life ideas, events, people &amp; objects</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>- Share their creations, explaining the process they have used</li> <li>- Make use of props and materials when role-playing characters in narratives and stories</li> </ul>	
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					<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• Make music in a range of ways e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</li> <li>• Sing in a group or on their own, increasingly matching the pitch &amp; following the melody</li> <li>• Listen attentively, move to &amp; talk about music, expressing their feelings &amp; responses</li> <li>• Respond imaginatively to music e.g. <i>this music sounds like dinosaurs</i></li> <li>• Choose particular movements, instruments/sounds for their own imaginative purposes</li> <li>• Explore &amp; engage in music making &amp; dance, performing solo or in groups</li> </ul> <p><b>ELG</b>  <b>- Sing a range of well-known</b></p>				
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					nursery rhymes & songs - Perform songs, rhymes, poems & stories with others, & - when appropriate – try to move in time with music					
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