



## Moorside Community Primary Academy School Curriculum POD- Reception (2-5years)

### EYFS Curriculum Intent:

At Moorside we offer a curriculum rich in knowledge, interests and memorable experiences.

We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our **intent** that all children develop physically, verbally, cognitively and emotionally in an environment, that values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We understand that play is an integral part of learning and this is at the heart of our Early Years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

We recognise the crucial role that Early Years education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

### EYFS Curriculum Implementation:

At Moorside we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers.

Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics through the BugClub programme. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences, taking part in Forest School sessions. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through topics, which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive digital Learning Journeys each half term to inform them of what their child is learning and to explain how they can support this at home. Parents enjoy using EvidenceMe to engage in their child's learning and share experiences from home.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals (ELGs). These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessments. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

## EYFS Curriculum Impact:

Our curriculum and its delivery ensure that children, from their own starting points make good progress. During their time with us, children make progress towards the national expectation for a Good Level of Development (GLD) at the end of the Reception year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One.

Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults, drawing on their experiences to improve or adjust what they are doing.

We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.

### Communication and Language – Prime Area.

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
<b>Pod Skills</b>	Copy gestures and words.  Continue to build on the use of single words.  Using gesture, waving and pointing to communicate.  Make sounds to gain attention in different ways.  Understand single words in context.  Understand a simple instruction.  (Makaton enrichment)	Make themselves understood.  Listen to simple stories and understand what is happening.  Listen to other peoples talk with interest.  (Makaton enrichment)	Understands frequently used words.  To start a conversation with an adult.  (Makaton enrichment)	Start to say how they are feeling using words as well as actions.  (Makaton enrichment)  Begin to sing familiar songs and rhymes.  Begin to start developing conversation, jumping from topic to topic.	Generally focus on an activity of their own choice.  Develop pretend play.  Enjoys listening to longer stories and can remember some of what happens.  (Makaton enrichment)	Identify familiar objects and properties.  Understand and act on longer sentences  Understand simple questions who, what & where.  Use speech sounds p, b, m & w.  (Makaton enrichment)	
<b>Pod</b>	To use single words in context.	To talk in clear simple sentences	Having the confidence to converse with adults	To understand their own feelings and emotions	Concentration skills	To know and identify objects by name.	

<b>Knowledge</b>	<p>To build a vocabulary bank</p> <p>To know their voices and actions have an effect on others.</p>	<p>To become active listeners</p> <p>To being to develop basic comprehension knowledge by following and understanding the pictures in a book.</p>		<p>and can express them appropriately.</p> <p>Collect a bank of songs, experimenting with beats, rhythms, language &amp; new vocabulary.</p> <p>To become a confident communicator</p>	<p>To act out scenarios they may have seen in everyday life.</p> <p>To be able to follow a story by looking at the pictures.</p>	<p>To begin to understand and use questions to know how to give and retrieve basic information.</p> <p>To be able to say words, speak clearly and be understood by others.</p>	
<b>Nursery Skills</b>	<p>To sing rhymes and look at picture books.</p> <p>To talk about the different characters and what they are doing.</p> <p>To talk about themselves and their families.</p> <p>Develop communication that can be understood by others.</p> <p>To listen carefully to stories</p>	<p>To talk about celebrations at home.</p> <p>To listen to stories on celebrations such as birthdays, Diwali, Christmas etc. and to talk about them and why they are celebrated.</p> <p>To listen to, and follow simple instructions.</p> <p>To talk about past events.</p>	<p>To learn and talk about our senses.</p> <p>To be able to identify the different senses that we use.</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 listen to, and follow simple instructions and respond to questions appropriately.</p>	<p>To listen to traditional stories and retain key vocabulary.</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 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 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 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 listen to different Nursery rhymes and be able to join in, singing words confidently and clearly.</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>	
<b>Nursery Knowledge</b>	<p>To know that stories have different character which could be real and pretend.</p> <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 have a beginning, middle and an end.</p> <p>To be able to understand simple instructions.</p> <p>To begin to use the correct tense.</p>	<p>To be able to differentiate and categorise objects based on their properties.</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 know that stories have a beginning, middle and an end.</p> <p>To be able to answer questions related to the story.</p> <p>To be able to understand two- part instructions, questions and commands.</p>	<p>To know that stories have a beginning, middle and an end.</p> <p>To be able to answer questions related to the story.</p> <p>To be able to use vocabulary learnt to have a conversation with others.</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 use the words they know appropriately to organise themselves and their play.</p>	

	To understand why listening is important.						
<b>Reception Skills</b>	<p>To talk about themselves and others.</p> <p>To sing songs.</p> <p>To speak about a range of texts.</p> <p>To talk about experiences that are familiar to them.</p> <p>To show an interest in other people.</p> <p>To follow instructions.</p>	<p>To compare different festivals.</p> <p>To make comments about their observations.</p> <p>To understand how to listen carefully and why listening is important.</p>	<p>To describe features of traditional stories.</p> <p>To ask how and why questions...</p> <p>To ask questions to find out more and to check they understand what has been said to them.</p>	<p>To describe familiar texts with detail and using full sentences.</p> <p>To being to ask questions about familiar aspects of their environment and their learning.</p> <p>To ask questions to find out more.</p>	<p>To label and sort living things.</p> <p>To begin to take a photograph on the iPad to share with parents.</p> <p>To describe habitats.</p>	<p>To be able to give facts about a specified subject.</p>	<p><b><u>Listening and Understanding.</u></b></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>
<b>Reception Knowledge</b>	<p>To know about others.</p> <p>To know familiar songs.</p> <p>To describe different story and non-fiction texts.</p> <p>To know a range of what helps us to stay healthy.</p> <p>To be able to discuss how we can have good oral hygiene.</p>	<p>To know about different festivals.</p> <p>To be able to talk about how different people help us.</p> <p>To begin to talk about why things happen using new vocabulary learnt.</p> <p>To be able to talk about stories that they have heard.</p> <p>To be able to share news during key worker or show and tell.</p>	<p>To know different traditional stories.</p> <p>Express their ideas and feelings about their experiences.</p> <p>To describe events such as Chinese New Year.</p>	<p>To know different features of texts.</p> <p>To talk confidently about why things happen using new vocabulary learnt.</p> <p>To engage in meaningful conversations with others.</p> <p>To be able to learn and recite simple poems and songs.</p> <p>To engage in and talk about selected non-fiction.</p>	<p>To name and sort a range of living things.</p> <p>To be able to talk about different habitats.</p> <p>To engage in meaningful conversations with others.</p> <p>To describe events in detail such as life cycles.</p>	<p>To know a range of facts.</p> <p>To engage in meaningful conversations with others.</p> <p>To be able to talk about similarities and differences between things in the past and now.</p> <p>To be able to discuss the experiences they have had at different points in the school year (end of year video/photographs) School trip.</p>	<p><b><u>Speaking.</u></b></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> <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.</p>

## Personal, Social and Emotional Development – Prime Area.

*Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
<b>Pod Skills</b>	<p>Strong enough to express a range of emotions.</p> <p>To grow independence, rejecting help from adults.</p> <p>To engage with others through gesture, gaze and talk.</p> <p>Begin to find ways to manage transitions.</p>	<p>Use engagement to achieve a goal.</p> <p>To start to enjoy the company of other children and want to begin to play with them.</p>	<p>To develop self-assurance.</p> <p>To increasingly be able to manage own emotions.</p> <p>Begin to learn how to use the toilet.</p>	<p>Play with increasing confidence on their own.</p> <p>Begin to play with other children knowing that their key person is nearby.</p>	<p>Feel confident with new people and places.</p> <p>Safely explore emotions beyond their normal range.</p> <p>Begin to develop friendships with other children.</p>	<p>Find ways to manage transitions.</p> <p>Talk about feelings in a more elaborate way.</p> <p>Begin to show effortful control.</p> <p>Begin how to use the toilet independently.</p>	
<b>Pod Knowledge</b>	<p>To be able to express their emotions in a safe &amp; secure environment</p> <p>To become independent learners</p>	<p>To know adults are available to help</p> <p>To begin to make friendships</p>	<p>To understand and have confidence in their own abilities</p> <p>To know and understand their basic emotions</p> <p>To become confident in self-care and understand their basic bodily functions</p>	<p>To show basic problem solving abilities &amp; independence when exploring the environment</p> <p>To understand their emotionally available adult to on hand if they need support or comfort</p>	<p>To be self-confident</p> <p>To feel emotionally safe with a key person and, gradually, other adults.</p> <p>To begin to make friendships</p>	<p>To understand their emotions and demonstrate control</p> <p>To show an understanding of bowl and bladder urges</p>	
<b>Nursery Skills</b>	<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 develop their sense of community.</p>	<p>To learn about daily routines and classroom rules.</p> <p>To be aware of behavioural expectations in the Nursery.</p> <p>To select and use activities and resources, with some support if needed.</p> <p>To show respect for others beliefs.</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 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.</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 gain enough confidence to talk to adults and peers.</p> <p>To begin to be assertive towards others where necessary.</p>	

	To show an awareness of the importance of oral health.	To take care of toileting needs independently.			To show an awareness of how others may be feeling.		
<b>Nursery Knowledge</b>	<p>To know that they can approach adults in Nursery when needed.</p> <p>To help by carrying out simple tasks.</p> <p>To know that oral hygiene is important and that eating fruits and vegetables is healthy for teeth and bodies.</p> <p>To know about personal hygiene and the importance of being clean and tidy.</p>	<p>To know how to adapt behaviour to suit classroom routines.</p> <p>To show confidence in asking adults for support.</p> <p>To understand that we have different beliefs.</p>	<p>To know how to manage their emotions in different situations.</p> <p>To know that there are boundaries set.</p> <p>To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'.</p> <p>To know that we must respect our resources and out them back when we have finished with them.</p> <p>To know that when playing in a group they need to share and know that they will get a turn.</p>	<p>To be aware of the different areas in the Nursery and how to explore them safely.</p> <p>To approach an adult if they need support.</p>	<p>To know that to playing nicely is important e.g. 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 that it is OK to engage with others, even if in a different environment.</p> <p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.</p> <p>To begin to take responsibility for living things.</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 must remember use a kind manner.</p> <p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.</p>	
<b>Reception Skills</b>	<p>To describe a friend.</p> <p>To know and demonstrate friendly behaviour.</p> <p>To understand how to be a good friend.</p> <p>To learn to join in with whole group activities.</p> <p>To choose an activity independently.</p> <p>To start to recognise and manage feelings.</p>	<p>To learn about important dates in their lives.</p> <p>To understand how to make the right choices and the consequences of not making the right ones.</p> <p>To begin to resolve conflict</p> <p>To show independence, getting dressed/undressed and putting own shoes on.</p> <p>To show respect to classroom and others.</p>	<p>To learn right from wrong.</p> <p>To understand that if I persevere I can tackle challenges.</p> <p>I can set a goal and work towards it.</p>	<p>To understand that people need help.</p> <p>To identify ways of being helpful to others and how this makes them feel.</p>	<p>To identify friendly/unfriendly behaviour.</p> <p>To seek out my emotionally available adult when I experience big feelings.</p> <p>To learn about the different family structures.</p>	<p>To express how they are feeling about moving to Year 1.</p> <p>Celebrate and share memories from the Year in reception class.</p> <p>To understand that we all grow from babies.</p>	<p><b>Self-Regulation.</b></p> <p>*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>*Give focused attention to what the teacher says, responding appropriately even</p>

	<p>To use kind hands and kind words.</p> <p>To see themselves as a valuable individual.</p>	<p>To think about the perspectives of others.</p>					<p>when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
<p><b>Reception Knowledge</b></p>	<p>To describe and show friendly behaviour.</p> <p>To begin taking turns with their friends.</p> <p>To understand how it feels to belong and that we are similar and different.</p> <p>Begin to understand classroom/school rules.</p> <p>To begin to understand children's rights and this means we should all be allowed to learn and play.</p> <p>To begin to learn what being responsible means.</p> <p>To be able to talk about overall health such as oral health.</p> <p>To know which foods are healthy/ not healthy.</p> <p>To know that they need to exercise to keep myself healthy.</p>	<p>To be able to talk about different festivals.</p> <p>To understand why different people celebrate different things.</p> <p>To be able to identify something I am good at and understand everyone is good at different things.</p> <p>To understand that being different makes us all special.</p> <p>To know we are all different but the same in some ways.</p> <p>Can tell you how to be a kind friend.</p>	<p>To be able to talk about why a character has made a poor choice and what the consequences are.</p> <p>To be able to talk about how the character could have made a better choice.</p> <p>To be able to say how they feel when they achieve a goal and know what it means to feel proud.</p> <p>Can talk about a time they never gave up to achieve their goal.</p> <p>To know how to wash hands thoroughly and to know why.</p> <p>T know what is a stranger is and how to stay safe.</p>	<p>To talk about the effect my behaviour has on others.</p> <p>To know what a good sleep routine looks like.</p>	<p>To talk about the world that we live in and how there are similarities and differences when looking at different aspects.</p> <p>To know how to be a good friend.</p> <p>To know the importance of being kind to living creatures.</p> <p>To be able to talk about the relationships they have at home with their family and friends.</p>	<p>Name the basic body parts (not reproduction organs)</p>	<p><b><u>Managing Self.</u></b></p> <p>*Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>*Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p><b><u>Building Relationships.</u></b></p> <p>*Work and play cooperatively and take turns with others.</p> <p>*Form positive attachments to adults and friendships with peers.</p> <p>*Show sensitivity to their own and to others' needs.</p>

## Physical Development – Prime Area.

*Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
<b>Pod Skills</b>	<p>Build independently with a range of resources.</p> <p>To fit themselves in to spaces such as tunnels, dens and boxes.</p>	<p>To move freely and explore their surroundings.</p> <p>Enjoy starting to kick, throw and catch balls.</p>	<p>To begin to hold a pencil.</p> <p>Use large and small motor skills to do things independently.</p>	<p>Begin to use active travel, walking, jumping, running and climbing.</p> <p>Explore different materials and tools.</p>	<p>Sit on push along toys with some balance.</p> <p>Show an increase desire to be independent. Putting on own coat etc.</p>	<p>Gradually gain control of their whole body through large movement.</p> <p>Start to eat independently using a knife and fork.</p> <p>Develop manipulation and control.</p>	
<b>Pod Knowledge</b>	<p>To use a range of resources safely.</p> <p>To explore how their bodies can move.</p>	<p>To understand how to move safely around the environment whilst taking risks.</p> <p>To use their gross motor movements.</p>	<p>To hold a pencil comfortably (Palma grasp) and make marks</p>	<p>To understand how their bodies move differently</p> <p>To begin to use tools for purpose.</p>	<p>To develop balance and coordination and core strength</p> <p>To show self-confidence and self-reliance when tending to their own needs.</p>	<p>To move in a variety of ways</p> <p>To begin to negotiate their movements.</p> <p>To know how to use cutlery appropriately</p>	
<b>Nursery Skills</b>	<p>To begin to show a preference for a dominant hand.</p> <p>To climb apparatus safely.</p> <p>To begin to show awareness of moving equipment safely with peers.</p>	<p>To independently put on their coats, with some support for the zipper and buttons.</p> <p>To copy Christmas dance moves and to move to different kinds of rhythms.</p> <p>To use mark making resources with increasing independence.</p> <p>To hold jugs and containers confidently and pour from one container into another.</p>	<p>To learn about 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>To hold the pencil correctly using a tripod grip.</p> <p>To look at books independently whilst turning pages one at a time.</p> <p>Using balancing apparatus.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p> <p>To sensibly ride scooters and trikes.</p>	<p>To hold the pencil confidently, using the tripod grip and forming letters and numbers mostly correctly.</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 be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently.</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 confidently play in a group.</p>	



<p><b>Nursery Knowledge</b></p>	<p>To use alternate feet when climbing apparatus.</p> <p>To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers.</p> <p>To know how to use the outdoor climbing frame.</p>	<p>To show confidence in dressing up and self-care activities.</p> <p>To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats.</p> <p>To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint.</p>	<p>To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils.</p> <p>To know that they need to use tools with a dominant hand.</p> <p>To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping.</p>	<p>To know that the pencil needs to be held comfortably and with one hand to form letters and numbers.</p> <p>To know how to use one handed tools effectively.</p> <p>To be able to follow a simple sequence of movements to music and rhythm.</p>	<p>To know that snips should be made on the line and the pattern should be followed.</p> <p>To know how to feed paper/materials through hand when cutting around objects.</p> <p>To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness.</p>	<p>To know how to hold the pencil correctly and recognise and self-correct when they form letters incorrectly.</p> <p>To successfully take part in group games with support from an adult.</p> <p>To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc.</p>	
<p><b>Reception Skills</b></p>	<p>To begin to form recognisable letters, most of which are formed correctly.</p> <p>To use climbing equipment safely and competently.</p> <p><del>To begin to negotiate space effectively. (Au1)</del> To have decided on and to <u>use a dominant hand.</u></p> <p>To begin to form recognisable letters.</p> <p>To draw lines and circles.</p>	<p>To continue use a dominant hand.</p> <p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To develop muscle tone to put pressure on to paper.</p> <p>To be able to take shoes on and off.</p> <p>To negotiate space effectively, indoors/outdoors.</p>	<p>To be able to balance and coordinate safely.</p> <p>To cut along straight lines with scissors.</p> <p>To use balance bikes effectively.</p>	<p>To handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>To continue negotiate space effectively.</p> <p>To combine different movements with ease and fluency.</p> <p>Start to cut along a curved line.</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly.</p> <p>To show good control and co-ordination in large and small movements.</p> <p>Draw pictures that are recognisable.</p>	<p>To show good control and co-ordination in large and small movements.</p> <p>To use a tripod grip.</p> <p>Cut a range of shapes using scissors.</p>	<p><b>Gross Motor Skills.</b></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><b>Fine Motor Skills.</b></p> <p>*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>
<p><b>Reception Knowledge</b></p>	<p>To know which hand to write with.</p> <p>To use the climbing wall and balance beam safely.</p> <p>To know how to use scissors effectively.</p>	<p>To know how to make anticlockwise movement and retrace vertical lines.</p> <p>To know how to move safely both indoors and outdoors.</p>	<p>To know how good practice with regard to sleeping can contribute to good health.</p> <p>To know how to use scissors effectively.</p>	<p>To know why it is important to handle different apparatus safely.</p> <p>To know how to use scissors effectively.</p> <p>To effectively complete an obstacle course.</p>	<p>To know how to form letters correctly.</p> <p>To know how to use scissors effectively.</p>	<p>To know how to handle a range of equipment and tools effectively.</p> <p>To know how to use scissors effectively.</p>	<p>*Use a range of small tools, including scissors, paint brushes and cutlery.</p>

	To know how good practice with regard to exercise, eating and oral hygiene can contribute to good help.						*Begin to show accuracy and care when drawing.
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**Literacy – Specific Area.**

*It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).*

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 1</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>Early Learning Goals</b>
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**Pod Topics**

	All About Me	Traditional Tales	Nursery Rhymes	New Life & Animals	Minibeasts	Holidays & Transport	
<b>Pod Skills</b>	Enjoy drawing freely.	Enjoy sharing a book with an adult.  Repeat words and phrases from familiar stories.  Pay attention and respond to the pictures and words.  Copy finger movements and other gestures.	Join in with songs and rhymes, copying sounds, rhythm and tempo.  Say some words in the songs and rhymes.	Have favourite books seek them out to share.	Ask questions about the book, make comments and share their ideas.  Enjoy songs and rhymes, children tuning in and paying attention.	Sing songs and say rhymes independently e.g. singing to self independently.	
<b>Pod Knowledge</b>	To use their early writing skills and imagination to create a picture.	To begin listen and follow stories by looking at the pictures.  To able to talk about their favourite parts of a story.  To ask questions or comment on the pictures in a book.	To know a variety of songs and begin to join in	To demonstrate a love of stories and books.	To be able to follow a story and discuss different parts	To have bank of favourite songs and rhymes  To have good memory and auditory skills	

Nursery Topics							
	The Community	Festivals & Celebrations	The 5 Senses	Oinks, Barks & Roars	Watch Us Grow	Time For Change	
<b>Nursery Skills</b>	<p>To be able to mark make and identify their marks.</p> <p>To recognise familiar logos and labels within the environment.</p>	<p>To find and identify familiar letters, e.g. letters in their names.</p> <p>To talk about and retell a range of familiar stories.</p> <p>To begin to explore initial sounds in familiar words.</p>	<p>To begin to attempt writing familiar letters, e.g. letters in their name.</p> <p>Adults will consistently model correct formation.</p> <p>To find and identify familiar letters, e.g. letters in their names.</p> <p>To talk about and retell a range of familiar stories.</p>	<p>To be able to mark make and give meaning to their marks.</p> <p>To begin to form some letters correctly, e.g. letters in their name.</p> <p>To talk about sounds they have identified from the BugClub program.</p> <p>Begin to create simple rhyming strings.</p>	<p>Explore different genres of texts, and different types of print.</p> <p>Children will begin to identify some sounds during oral blending games.</p> <p>To begin to make predictions about a story, sometimes supported by an adult with vocabulary.</p>	<p>Lots of games focussing on oral blending.</p> <p>Children are able to identify initial sounds and blend familiar CVC words.</p> <p>Make predictions about a story using the relevant vocabulary with independence.</p> <p>To mark make for a purpose and be able to talk about the marks.</p>	
<b>Nursery Knowledge</b>	<p>To know that text can be used as a form of identification.</p> <p>To know that text has a meaning.</p> <p>To know that text is read from left to right and top to bottom in English.</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages.</p> <p>To learn a range of Nursery Rhymes.</p> <p>To recognise their name in print.</p>	<p>To know that letters are used to make up words.</p> <p>To know that each letter makes a sound – focussing on sounds in their names.</p> <p>To learn that stories have a sequence; beginning, middle and end.</p> <p>To know that text is read from left to right and top to bottom in English.</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages.</p> <p>To begin to acknowledge initial sounds and their relevance in the environment.</p>	<p>To know that each letter makes a sound – focussing on sounds in their names.</p> <p>To join in with repetition within stories and rhymes.</p> <p>To be able to talk about different parts of the story.</p> <p>To sequence a short story.</p> <p>To count or clap syllables in their name.</p> <p>To recognise their name in print.</p>	<p>To be able to talk about their marks with confidence.</p> <p>To talk about the sounds they have identified from the BugClub program.</p> <p>To join in with repetition within stories.</p> <p>To be able to talk about different parts of the story.</p> <p>To identify and suggest rhyming words.</p>	<p>To know that blending sounds makes words.</p> <p>To understand that print has purpose.</p> <p>To join in with repetition within stories.</p> <p>To be able to talk about different parts of the story.</p> <p>To begin to write their own name independently.</p>	<p>To identify CVC words orally.</p> <p>To be able to segment sounds in CVC words.</p> <p>To know that letters make sounds.</p> <p>To join in with repetition within stories.</p> <p>To engage in extended conversations about stories.</p> <p>To write their own name independently.</p>	
Reception Topics							

	Happy Healthy Me	Lets Celebrate	People Who Help Us	Wonderful World	Super Scientists	Princesses, Pirates & Superheroes	
<b>Reception Core Text.</b>							
	Elmer	The Gruffalo's Child	Non-fiction books	The Gingerbread Man	Jack and the Beanstalk.	Zog	
<b>Reception Skills</b>	To identify some Phase 2 sounds on a sound mat.	Listening to and hearing sounds in CVC words.	To think of and write a short, simple sentence.	To think of and write a short, simple sentence.	To think of and write a short, simple sentence.	To think of and write a short, simple sentence.	<p><b>Comprehension</b></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><b>Word Reading.</b></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><b>Writing.</b></p> <p>*Write recognisable letters, most of which are correctly formed.</p> <p>*Spell words by identifying sounds in them and representing</p>
	<p>Listens to familiar stories and able to recall some facts.</p> <p>To begin to segment.</p> <p>To begin to blend sounds VC/CVC.</p> <p>Recognise some rhyming words.</p>	<p>To identify Phase 2/3 sounds on a sound mat and to use this when writing.</p> <p>Listens to familiar stories and able to recall facts.</p> <p>Blend sounds into words using Phase 2 and 3.</p>	<p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Continue identifying sounds on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p>	
<b>Reception Knowledge</b>	Knowing that words can be written.	Knowing that words can be written.	Knowing that words can be written.	Knowing the sounds that the taught phonemes make.	Knowing the sounds that the taught phonemes make.	Knowing the sounds that the taught phonemes make.	<p>*Write recognisable letters, most of which are correctly formed.</p> <p>*Spell words by identifying sounds in them and representing</p>
	<p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters looks like.</p> <p>Knowing how to write the taught letters.</p> <p>Knows how to sequence familiar stories.</p> <p>Can handle a book correctly following print left to right.</p>	<p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters looks like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>Knows how to sequence familiar stories.</p> <p>To know what an author is.</p>	<p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters looks like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>Knows how to spell some familiar words.</p>	<p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW/ tricky words in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knows how to spell some familiar words.</p>	<p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW/ tricky words in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knowing that sentences can be extended by using a connective.</p>	<p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW/ tricky words in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knowing that sentences can be extended by using a connective.</p>	

		<p>To know what an illustrator is.</p> <p>To know what the blurb is.</p> <p>To know some Phase 2 tricky words.</p>	<p>Can read some common and irregular words.</p> <p>Can read simple sentences.</p>	<p>Read and understand sentences.</p> <p>Read Phase 3 words.</p>	<p>Uses learnt words and phrases to discuss familiar stories or during role play.</p> <p>Knows how to spell some familiar words.</p> <p>To sometimes notice errors in their work.</p> <p>Can say a sound for each letter of the alphabet.</p> <p>To know 10 diagraphs.</p>	<p>Uses learnt words and phrases to discuss familiar stories or during role play.</p> <p>Demonstrate understanding of what has been read by retelling stories.</p>	<p>the sounds with a letter or letters.</p> <p>*Write simple phrases and sentences that can be read by others.</p>
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### Maths – Specific Area

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
<b>Pod Skills</b>	<p>Build with a range of resources.</p> <p>Take part in finger rhymes.</p>	<p>Climb and squeeze themselves in to different types of spaces, beginning to use positional language.</p> <p>Develop counting like behaviour such as making sounds, pointing and saying some numbers in sequence.</p>	<p>To count in everyday context, sometimes skipping numbers.</p>	<p>Complete insert puzzles.</p> <p>Reacts to the amount in a group of up to three items.</p>	<p>Begin to recite numbers past three.</p>	<p>Compares sizes and weights using gesture and language.</p> <p>Compare amounts using lots, more same.</p>	
<b>Pod Knowledge</b>	<p>To understand shape</p> <p>To begin to use number in their vocabulary</p>	<p>To begin to develop spatial reasoning skills</p> <p>To begin to use numbers in provision</p>	<p>To know number has purpose</p>	<p>To develop visual perception and perception of shapes.</p> <p>To group and count objects to 3.</p>	<p>To begin to count in sequence</p>	<p>To know how to compare properties and objects.</p> <p>To understand and use mathematical language</p>	

### Areas of Learning Covered

	<p>Recognising and counting numbers to 5.</p> <p>2D Shapes.</p> <p>Number rhymes.</p>	<p>Recognising and counting numbers beyond 5.</p> <p>Representing numbers.</p> <p>Subsiding.</p>	<p>2D and 3D shapes.</p> <p>Sequencing.</p> <p>Size.</p>	
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	Sequencing.		Patterns.		Length. Weight and Capacity. Positional Language. Review of previously taught concepts.		
<b>Nursery Skills</b>	<p>To talk about what happened today, yesterday and tomorrow.</p> <p>To count out a group of up to 5 objects.</p> <p>To count finger numbers to 5.</p> <p>To show an understanding of 1:1 counting to 5.</p> <p>Knowing that the last number you count represents the total number of objects.</p> <p>Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners.</p>	<p>To count out a group of up to 5 objects.</p> <p>To match number of objects to numeral.</p> <p>To show an understanding of 1:1 counting to 5.</p> <p>Knowing that the last number you count represents the total number of objects.</p> <p>Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners.</p>	<p>To count out a group of up to 10 objects.</p> <p>To develop fast recognition of numbers.</p> <p>To count up to 10.</p> <p>To show an awareness of how numerals are formed and to experiment with own mathematical mark making.</p> <p>To talk about and explore patterns in the environment.</p>	<p>To identify, describe and compare groups of objects.</p> <p>To develop fast recognition of numbers.</p> <p>To count up to 10.</p> <p>To independently create and talk about own patterns using a range of objects and resources.</p>	<p>Practical problem solving with numbers up to 5.</p> <p>To select and use shapes appropriately in play, combining them to make models and enclosures.</p> <p>To develop fast recognition of numbers.</p> <p>To use relevant mathematical vocabulary when talking about learning.</p> <p>To begin to make sensible comparisons between objects relating to size, length, weight and capacity.</p> <p>To begin to describe a sequence of events accurately.</p> <p>To recall simple facts about a familiar journey.</p>	<p>To count, order and recognise numbers to 10, in and out of sequence.</p> <p>To name and describe 2D shapes.</p> <p>To name some common 3D shapes and properties.</p> <p>To compare and order objects according to their size and distance.</p> <p>To develop fast recognition of numbers.</p> <p>To use relevant mathematical vocabulary when talking about learning.</p> <p>To begin to describe a sequence of events accurately.</p> <p>To recall simple facts about a familiar journey.</p> <p>To use positional language such as under/behind/ next to/over/ on top of.</p>	
<b>Nursery Knowledge</b>	<p>Singing a range of number songs.</p> <p>To say number names to 5 in order.</p>	<p>To say number names to 10 in order.</p> <p>To know that a group of objects can also be represented by a number.</p>	<p>To create and repeat simple patterns.</p> <p>To subitise to 3.</p> <p>To know number order beyond 5 when counting.</p>	<p>To subitise to 3.</p> <p>To know number order beyond 5 when counting.</p> <p>To use the language of more and less to compare amounts.</p>	<p>To subitise to 6.</p> <p>To remember the order in which things happen.</p> <p>To know that subtraction means taking an amount away from a group.</p>	<p>To subitise to 6.</p> <p>To learn vocabulary linked to describing size and distance.</p>	

	<p>To know that time can be measured using days.</p> <p>To know that the last number said represents the total number of objects.</p> <p>To show an awareness and name some 2D shapes in the environment.</p>	<p>Singing a range of number songs.</p> <p>To know that the last number said represents the total number of objects.</p> <p>To show an awareness and name some 2D shapes in the environment.</p>	<p>To say number names to 10 in order.</p> <p>To be able to say number names forwards and backwards to 10.</p> <p>To know that each object should only be counted once.</p>	<p>To know that numbers can be ordered.</p> <p>To be able to demonstrate through games and role play an understanding of positional language.</p>	<p>To know that some shapes more appropriate than others when building.</p> <p>To remember different aspects of a journey, e.g. "I walked over a bridge to get to school".</p>	<p>To be able to say number names forwards and backwards to 15.</p> <p>To remember the order in which things happen.</p> <p>To remember different aspects of a journey, e.g. "I walked over a bridge to get to school".</p>	
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### Areas of Learning Covered

	<p>Getting to know you</p> <p>Talk about measure and patterns</p> <p>It's me 123</p> <p>Circles and triangles</p> <p>1,2,3,4,5</p> <p>Shapes with four sides</p> <p>Forming numbers to 9</p> <p>Counting forward to ten</p> <p>Counting backwards from 10</p>	<p>Alive in 5</p> <p>Maths and capacity</p> <p>Growing 6, 7 &amp; 8</p> <p>Length, height and time</p> <p>Building 9 &amp; 10</p> <p>Doubles</p> <p>Explore 3D shape</p>	<p>20 and beyond</p> <p>How many now?</p> <p>Manipulate, compose and decompose</p> <p>Sharing and grouping</p> <p>Visualise, build and map</p> <p>Components of a clock</p> <p>Ordering to 10 and ordering to 20.</p>	
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<b>Reception Skills</b>	<p>To count up to 10 objects with 1:1 correspondence.</p> <p>To match quantities to numeral.</p> <p>To begin to recognise numbers automatically on a dice/card to 5.</p> <p>To identify 2D shapes and talk about their properties.</p> <p>To begin to be able to recognise and talk about simple patterns.</p>	<p>To find the total of 2 groups of objects.</p> <p>To order numbers to 10.</p> <p>To identify 2D shapes and talk about their properties.</p> <p>To begin to recognise numbers automatically on a dice/card to 5.</p> <p>To be able to count to 10 independently.</p> <p>To be able to recognise and talk about simple patterns.</p>	<p>To use non-standard units to measure length, weight and capacity.</p> <p>To use money during role play activities to buy items.</p> <p>To begin to explore number bonds to 5.</p> <p>To be able to count to 20 independently.</p> <p>To know how to use positional language in the appropriate context.</p>	<p>To use objects to solve addition and subtraction problems.</p> <p>To share objects between a group of people equally.</p> <p>To explore number bonds to 5.</p> <p>To know that sharing equally means everyone has the same amount.</p>	<p>To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line.</p> <p>To know that to double a number is to add the same amount.</p> <p>To know that to halve a number you have to split it up into two equal parts.</p> <p>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity.</p>	<p>To know addition and subtraction problems can be solved by counting forwards or backwards on a number line.</p> <p>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity.</p> <p>To make observations of and compare length, weight and capacity.</p> <p>To know how to recognise patterns in numbers.</p>	<p><b>Number</b></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><b>Numerical Patterns.</b></p>

Reception Knowledge	To say the number names to 10 in order.	To know that addition involves combining two or more groups of objects.	To know that length, capacity and weight can all be measured.	To know that addition involves combining two or more groups of objects.	To know that the word 'more' indicates that the group is getting larger.	To know the names of some 3D shapes.	<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>
	To recognise number to 10.	To begin to read addition number sentences.	To know that money can be used to buy items.	To read addition number sentences.	To know that the word 'less' indicates that a group is getting smaller.	To know the names of basic 2D shapes.	
	To write numbers to 10, forming them correctly.	To say number names to 10 in order.	To understand and use a range of prepositions in everyday contexts.	To know that subtraction involves removing an object from a group.	To be able to count, order and recognise numbers to 20.	To know the names of basic 3D shapes.	
		To know the names of 2D shapes. To know that 2D shapes can have sides and corners.		To be able to count, order and recognise numbers to 20.	To count forwards and backwards to 20.	To know that 2D shapes can have corners and side.	
		To say the days of the week in order. To begin to say the months of the year in order.		To use a number line to help solve simple addition and subtraction number problems.	To know that length, weight and capacity can be measured using standard units.	To know that 3D shapes can have faces, vertices and edges.	
		To know that patterns are repeated designs.		To be able to share a group of objects equally.	To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts.	To know the names of some 3D shapes.	
					To know that sharing equally means everyone has the same amount of an object.	To know that addition involves combining groups of objects.	
					To know that the long hand represents the minutes and the short hand represents hours.	To read number addition sentences.	
						To be able to count, order and recognise numbers to 20.	
						To remember how to skip count in 2's/5's and 10's.	
						To know the difference between odd and even.	

Understanding of the World – Specific Area.



Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
<b>Pod Skills</b>	To repeat actions that have an effect.	Explore open ended and natural materials both indoors and outdoors.	Explore materials with different properties.	Explore and respond to natural phenomena.	Notice differences between people.	Make connections between the features of their families and other families.	
<b>Pod Knowledge</b>	To know their actions have an effect	To learn about natural materials and the environment.	To develop their curiosity and to use critical thinking skills.	To talk about what they see using new vocabulary  To begin to understand nature and the natural environment.	To understand similarities and differences.	To understand diversity and community.  To develop a sense of belonging	
<b>Nursery Skills</b>	<p>To be able to identify similarities and differences between themselves and peers. <b>(History Link)</b></p> <p>To make self-portraits. <b>(History Link)</b></p> <p>Children to begin to talk about significant events in their life. <b>(History Link)</b></p> <p>To explore the different jobs that people in our families do. How do these people help us? (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). <b>(Geography Link)</b></p> <p>Operate simple equipment e.g. turn on CD player or use a remote control. <b>(Computing Link)</b></p>	<p>To know that birthdays are celebrated in different ways. <b>(History Link)</b></p> <p>To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, and Christmas is celebrated by Christians. <b>(RE Link)</b></p> <p>Children to begin to talk about significant events in their life. <b>(History Link)</b></p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or a new image. <b>(Computing Link)</b></p>	<p>To learn about the natural environment. <b>(Geography Link)</b></p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or a new image. <b>(Computing Link)</b></p> <p>Children to talk about significant events in their life. <b>(History Link)</b></p> <p>To use senses to explore the world around them. <b>(Geography/ Science Link)</b></p> <p>To use senses to explore freezing and melting. <b>(Science Link)</b></p> <p>Explore the density of different materials. <b>(Science Link)</b></p> <p>To use senses to explore the world around them.</p>	<p>To listen to traditional stories such as Goldilocks and talk about the habitats. <b>(Science Link)</b></p> <p>To learn about Easter. <b>(RE Link)</b></p> <p>Talk about the life cycle of an animal. <b>(Science Link)</b></p> <p>Make comparisons between habitats of farm animals and wild animals. <b>(Science Link)</b></p> <p>Talk about where food comes from and bake a range of things. <b>(Geography Link)</b></p> <p>Make own habitats using a range of resources. <b>(Science/Art Link)</b></p> <p>To know that there are different countries in the world and talk about the differences they have</p>	<p>To listen to A Tiny Seed and talk about plants. Plant their own seeds and check how tall the plants grow. <b>(Science Link)</b></p> <p>Talk about the life cycle of a plant. <b>(Science Link)</b></p> <p>Children to talk about significant events in their life with confidence. <b>(History Link)</b></p> <p>Continue to use the computer to gain confidence in a laptop. <b>(Computing Link)</b></p>	<p>Children to talk about significant events in their life with confidence. <b>(History Link)</b></p> <p>To explore materials which will float and which will sink. <b>(Science Link)</b></p> <p>Use IT hardware to interact with age-appropriate computer software. <b>(Computing Link)</b></p> <p>To use the computer to complete a simple task. <b>(Computing Link)</b></p>	

			(Geography/ Science Link)	experiences or seen in photos. (Geography Link)			
Nursery Knowledge	<p>To know about family structures and be able to talk about who is part of their family. (History Link)</p> <p>To begin to talk about what they see using some new vocabulary. (History Link)</p> <p>To know that adults do a variety of jobs and that they are not all the same.</p> <p>To show an awareness of the emergency services and how they can help us.</p> <p><u>Enrichment Opportunities</u> Community visitor Halloween Disco Harvest Assembly Bonfire Night Activities</p>	<p>To make Rangoli patterns on the computer. (Computing/RE Link)</p> <p>To learn about the different stories related to Autumn festivals. (History/RE Link)</p> <p>Shows an interest in technological toys. (Computing Link)</p> <p><u>Enrichment Opportunities</u> Diwali Enrichment Week Santa Trail Carol Concert</p>	<p>To know similarities and differences between modes of transportation. (Science Link)</p> <p>To talk about what they see using new vocabulary with independence. (Science/ Geography Link)</p> <p>To begin to understand the importance of looking after our environment and all living things and where we can collect natural resources from. (Science/ Geography Link)</p> <p><u>Enrichment Opportunities</u> Local Community Walks</p>	<p>To know that different creatures live in different places based on their characteristics, e.g. farm animals can live around people, however wild animals can be dangerous so we have to be careful, wild animals live in forests/jungles /safaris/ zoos or aquariums . (Science Link)</p> <p>Wild animals live in forests/jungles/ safari and sometimes zoo's or aquariums. (Geography Link)</p> <p>To know the difference between farm animals and wild animals. (Science Link)</p> <p>To be able to categorise animals by their characteristics. (Science Link)</p> <p>To know that every living being has a life cycle and they change in shape and size as they grow. (Science Link)</p> <p><u>Enrichment Opportunities</u> Pop up Farm/Minibeats</p>	<p>To know that living beings follow a similar growth pattern and make comparisons. (Science Link)</p> <p>To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. (Science/ Geography Link)</p> <p>To know that there are different countries in the world. (Geography Link)</p> <p><u>Enrichment Opportunities</u> Growing plants and vegetables</p>	<p>To know that different animals and birds produce food that we consume and there are different people who make food that we can buy in the supermarket. (Science/ Geography Link)</p> <p>To begin to understand the importance of looking after our environment and all living things and where we can collect natural resources from. (Science/ Geography Link)</p> <p>To know how to test whether materials will float or sink. (Science Link)</p> <p><u>Enrichment Opportunities</u> Reception Visits Tours round school</p>	
Reception Skills	<p>To talk about how they have changed since they were a baby. (History Link)</p>	<p>To talk about how Hindus celebrate Diwali. (RE Link)</p>	<p>To identify and sort healthy/unhealthy foods (Science Link)</p> <p>To identify and group a range of fruits and vegetables. (Science Link)</p>	<p>Making treasure maps to direct friends to a 'goal'. Exploring maps of the world. (Geography Link)</p>	<p><b>Past and Present.</b> *Talk about the lives of the people around them and their roles in society.</p>		

	<p>To talk about the changes they observe in their environment – Seasons link. <b>(Science/ Geography Link)</b></p> <p>To be able to recount changes within living memory. <b>(History Link)</b></p> <p>Identify some similarities and differences between now and the past. <b>(History Link)</b></p> <p>I can discuss daily weather/ seasons. <b>(Science/ Geography Link)</b></p>	<p>To be able to differentiate between nocturnal and diurnal animals. <b>(Science Link)</b></p> <p>To be able to talk about the different jobs that adults do and how they can help us (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). <b>(History Link)</b></p> <p>Answer basic questions about the past. <b>(History Link)</b></p> <p>To use directional language to describe a sequence (beebots). <b>(Computing Link)</b></p> <p>Talk, draw or write about aspects of the past. <b>(History Link)</b></p> <p>I can talk about some features of the areas where I live. <b>(Geography Link)</b></p>	<p>To negotiate space effectively in order to use a technological device. <b>(Computing Link)</b></p> <p>To talk about a special event in their life. <b>(History Link)</b></p> <p>Know that their own experiences differ to those of others. <b>(History Link)</b></p> <p>Exploring where different countries/places in the world – France, Italy, Africa, space <b>(Geography link)</b></p> <p>I can talk about features of my own immediate environment and how environments may vary from one another. <b>(Science/ Geography Link)</b></p> <p>I can make observations and express their views of the environment. <b>(Science/ Geography Link)</b></p>	<p>Talking about the life cycle of plants and animals and what they need to survive. <b>(Su1/2)</b> <b>(Science Link)</b></p> <p>Exploring a range of habitats, looking at why the animal lives like that. <b>(Su1/2)</b> <b>(Science Link)</b></p> <p>Understand key features of events. <b>(Su1/2)</b> <b>(History Link)</b></p> <p>I can explain why geographic changes occur. <b>(Geography Link)</b></p> <p>I can ask questions about their familiar world (where they live or the natural world). <b>(Geography Link)</b></p>	<p>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b><u>People, Culture and Communities.</u></b></p> <p>*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>*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.</p>
<p><b>Reception Knowledge</b></p>	<p>To know the names of different body parts. <b>(Science Link)</b></p> <p>To know that there are many countries around the world. <b>(Geography Link)</b></p> <p>To know that people in other countries may speak different languages. <b>(Geography Link)</b></p>	<p>To know that people around the world have different religions. <b>(RE/Geography Link)</b></p> <p>To know that Mendi and Rangoli patterns are created to celebrate Diwali. <b>(RE Link)</b></p> <p>To know that some animals are nocturnal. <b>(Science Link)</b></p>	<p>To know that some foods are unhealthy. Sorting healthy and unhealthy foods. <b>(Science Link)</b></p> <p>To know the names of common fruits and vegetables. <b>(Science Link)</b></p> <p>To know that humans and other animals can grow. <b>(Science Link)</b></p> <p>To know that Christians celebrate Easter. <b>(RE Link)</b></p>	<p>To select appropriate materials according to their properties. <b>(Science Link)</b></p> <p>To explore items that float and sink – making predictions and sort into groups <b>(Science Link)</b></p> <p>To talk about changing states of matter <b>(Science Link)</b></p> <p>To know the order of a range of life cycles. <b>(Science Link)</b></p> <p>To begin to understand that things change over time.</p>	<p>*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> <p><b><u>The Natural World.</u></b></p> <p>*Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>

	<p>To know that they have a family unit that can/will change over time. <b>(History Link)</b></p> <p>To name members of their family. <b>(History Link)</b></p> <p>To begin to use a mouse/pad to navigate a computer. <b>(Computing Link)</b></p>	<p>To know that adults do a variety of jobs. <b>(Geography Link)</b></p> <p>To know that the emergency services exist and what they do. <b>(Geography Link)</b></p> <p>To identify who they are, that they are an individual. <b>(History Link)</b></p> <p>To try and understand that things change over time. <b>(Science/ Geography Link)</b></p> <p>To begin to programme a beebot to follow a simple sequence <b>(Computing link)</b></p>	<p>To identify members of the community who help us. <b>(Geography Link)</b></p> <p>To be able to say how members of the community help them. <b>(Geography Link)</b></p> <p>To identify and talk about a time when someone has helped them. <b>(History Link)</b></p> <p>To be able to say what the reasons and results are of people helping us. <b>(Geography Link)</b></p> <p>To use a mouse/pad to complete a simple ICT programme. <b>(Computing Link)</b></p>	<p><b>(Science/ Geography Link)</b></p> <p>To know that dinosaurs no longer exist. <b>(History/ Science Link)</b></p> <p>To know how to use a keyboard and a mouse effectively. <b>(Computing Link)</b></p>	<p>*Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
	<p>Halloween Disco</p> <p>Harvest Assembly</p> <p>Bonfire Night Activities</p> <p>Library visits</p>	<p>Diwali</p> <p>Remembrance Day</p> <p>Children in Need</p> <p>Enrichment Week</p> <p>Santa Trail</p> <p>Carol Concert</p> <p>Library visits</p>	<p>Visit from a professional in the community</p> <p>Library visits</p> <p>Chinese New Year</p> <p>Pancake Day</p> <p>Valentines Day</p> <p>Safer Internet Day</p>	<p>Cooking/tasting foods from around the world</p>	<p>Easter bonnet parade/egg hunt</p> <p>Mother's Day</p> <p>Shared learning Day</p>

<b>Enrichment opportunities</b>	<p>Halloween Disco</p> <p>Harvest Assembly</p> <p>Bonfire Night Activities</p> <p>Library visits</p>	<p>Diwali</p> <p>Remembrance Day</p> <p>Children in Need</p> <p>Enrichment Week</p> <p>Santa Trail</p> <p>Carol Concert</p> <p>Library visits</p>	<p>Visit from a professional in the community</p> <p>Library visits</p> <p>Chinese New Year</p> <p>Pancake Day</p> <p>Valentines Day</p> <p>Safer Internet Day</p>	<p>Cooking/tasting foods from around the world</p>	<p>Easter bonnet parade/egg hunt</p> <p>Mother's Day</p> <p>Shared learning Day</p>	<p>Father's Day</p> <p>End of year trip</p>
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**Expressive Arts and Design – Specific Area.**

*The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe*

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>Early Learning Goals</b>
<b>Pod Skills</b>	<p>Move and dance to music. <b>(Music Link)</b></p> <p>Explore their voices and enjoy making sounds. <b>(Music Link)</b></p>	<p>Join in with songs and rhymes, making sounds. <b>(Music Link)</b></p> <p>Start to make marks intentionally.</p> <p>Enjoy taking part in action songs.</p>	<p>To anticipate phrases and actions in rhymes and songs. <b>(Music Link)</b></p> <p>Explore paint using fingers and other parts of their bodies as well as brushes and other tools. <b>(Art Link)</b></p>	<p>Explore different materials using all their senses to investigate, manipulate play with different materials. <b>(Art Link)</b></p> <p>Begin to identify the colour names. <b>(Art Link)</b></p>	<p>Enjoy a range of sound makers and instruments and play them in different play. <b>(Music Link)</b></p> <p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p>	<p>Start to develop pretend play pretending that one object represents another. Use imagination as they consider what they can do with the material. <b>(Art Link)</b></p>	

		<p>(Music Link)</p> <p>Begin to explore one handed tools and equipment.</p> <p>(Art Link)</p>			<p>(Art Link)</p>		
Pod Knowledge	<p>To be able to express feelings through song &amp; dance</p> <p>(Music Link)</p> <p>To learn new vocabulary, sounds and patterns through music</p> <p>(Music Link)</p>	<p>To remember songs and sing some words clearly</p> <p>(Music Link)</p> <p>To be creative and use their imagination.</p> <p>(Art Link)</p> <p>To begin to use their dominant hand.</p> <p>(Art Link)</p>	<p>To develop their memory skills</p> <p>To use their senses to explore objects</p> <p>(Science Link)</p>	<p>To use their senses to explore objects</p> <p>(Science Link)</p> <p>To know how to use colour names to describe objects</p> <p>(Art Link)</p>	<p>To experiment with how to play instruments</p> <p>(Music Link)</p> <p>To be able to form connections</p> <p>(Science Link)</p>	<p>To develop creativity and problem solving skills</p> <p>(Art/ Maths Link)</p> <p>To understand social interactions</p> <p>(PHSE link)</p>	
Nursery Skills	<p>Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm.</p> <p>(Music Link)</p> <p>To learn about art and music of Africa for Black History Month.</p> <p>(Art/ History Link)</p> <p>Uses various construction materials.</p> <p>(DT Link)</p>	<p>Sing familiar Nursery Rhymes and Christmas songs.</p> <p>(Music Link)</p> <p>To make salt dough Diva's.</p> <p>(DT/Art Link)</p> <p>To make Christmas cards, hats and decorations for friends and family using a range of media.</p> <p>(DT/Art/RE Link)</p> <p>To make patterns with paint and different objects, exploring what happens when you mix colours.</p> <p>(Art Link)</p> <p>Joins construction pieces together to build and balance.</p> <p>(DT Link)</p>	<p>To begin to act out different scenarios using props to enhance imaginative play.</p> <p>(Art Link)</p> <p>Sing familiar songs or make up own songs.</p> <p>(Music Link)</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>(DT Link)</p> <p>To learn about different textures and talk about them.</p> <p>(Art Link)</p> <p>Feely bag activities with different objects for children to feel and describe.</p> <p>(Art Link)</p>	<p>To engage in role play by making stick puppets of different story characters.</p> <p>(DT/Art Link)</p> <p>Sing familiar Nursery Rhymes.</p> <p>(Music Link)</p> <p>To create closed shapes with continuous lines which represent objects that can be spoken about or identified.</p> <p>(Art Link)</p>	<p>To use puppets and props to act out different traditional stories.</p> <p>(Art Link)</p> <p>To make masks for role play.</p> <p>(DT/Art Link)</p> <p>Sing familiar songs in the correct tone and changing melody if appropriate.</p> <p>(Music Link)</p> <p>Uses available resources to create props to support role-play.</p> <p>(DT/Art Link)</p> <p>To use available props to develop stories and make imaginative play more purposeful.</p> <p>(DT/Art Link)</p> <p>To show different emotions in pictures clearly.</p>	<p>Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm.</p> <p>(Music Link)</p> <p>To listen to music and create movements to the different beats.</p> <p>(Music/PE Link)</p> <p>To construct with bricks and blocks to make an enclosure.</p> <p>(DT Link)</p> <p>Explore different materials freely, using them with a purpose.</p> <p>(Art Link)</p> <p>Beginning to be interested in and describe the texture of things.</p> <p>(Art Link)</p>	

			To play instruments with increasing control. <b>(Music Link)</b>		<b>(Art Link)</b>  To draw with increasing control, representing features and detail clearly. <b>(Art/PE Link)</b>		
<b>Nursery Knowledge</b>	<p>To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard. <b>(Music Link)</b></p> <p>To know that certain art types belong to different cultures. E.g. Africa. <b>(Art/Geography Link)</b></p> <p>For children to be able to construct with a purpose and safely. <b>(DT Link)</b></p>	<p>To know how different colours and materials can be used to create things. <b>(Art Link)</b></p> <p>To learn about art and crafts from different cultures e.g. Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world. <b>(Art/RE Link)</b></p>	<p>To know how colours can be mixed to make a new colour. <b>(Art Link)</b></p> <p>To use their imagination to create different works of art. <b>(Art Link)</b></p> <p>For children to be able to construct with a purpose and safely. <b>(DT Link)</b></p> <p>To play instruments to express feelings and ideas. <b>(Music Link)</b></p>	<p>To know about the different materials and what can be created with them. <b>(Art/DT Link)</b></p> <p>To use their knowledge of stories in acting them out with friends. <b>(Art Link)</b></p> <p>Sing songs clearly using correct words that have been learned. <b>(Music Link)</b></p> <p>To know how to create recognisable representations of objects. <b>(Art Link)</b></p>	<p>To know how to use props appropriately for particular stories. <b>(Art/DT Link)</b></p> <p>To know that they can change their voices whilst singing or acting out stories to create a dramatic effect. <b>(Art/Music Link)</b></p> <p>For children to be able to construct with a purpose and safely. <b>(DT Link)</b></p> <p>To know how to use available props to develop stories and make imaginative play more purposeful. <b>(Art/DT Link)</b></p>	<p>To know that body movements can be changed depending on the rhythm to achieve a desired effect. <b>(Music Link)</b></p> <p>To know that different construction toys can be used to make new things that can be used in pretend play. <b>(Art/DT Link)</b></p> <p>To show confidence in choice of media when creating a model or picture. <b>(Art Link)</b></p>	
<b>Reception Skills</b>	<p>To remember the words to a range of songs. – <b>Ongoing skills?</b> <b>(Music Link)</b></p> <p>To give meaning to the marks that are made. <b>(Art Link)</b></p> <p>To explore the different sounds of a range of instruments. <b>(Music Link)</b></p>	<p>To design a Rangoli pattern using a range of media <b>(DT/Art Link)</b></p> <p>To use role play to show how 'People who Help Us'. <b>(Art Link)</b></p> <p>Uses simple tools and techniques competently and appropriately. <b>(DT/Art Link)</b></p> <p>Use clay to create Diva lamps. Using fingers and tools to create patterns <b>(DT/Art Link)</b></p>	<p>To draw a range of plants and fruits. <b>(Art Link)</b></p> <p>To use resources to create own props. <b>(DT/Art Link)</b></p> <p>Constructs with a purpose in mind, using a variety of resources. <b>(DT Link)</b></p> <p>To effectively use instruments to tap a simple beat.</p>	<p>To explore African art patterns <b>(Art/Geography Link)</b></p> <p>To use a range of resources to create own props to aid role play. <b>(DT/Art Link)</b></p> <p>To plan, carry out and evaluate and change where necessary. <b>(DT Link)</b></p> <p>Manipulates materials to achieve a planned effect. <b>(DT/Art Link)</b></p>	<p>To use what they have learnt about media and materials in an original way and be able to explain their choices. <b>(Art Link)</b></p> <p>Selects appropriate resources and adapts work where necessary. <b>(DT/Art Link)</b></p> <p>To move along to the beat of a familiar song. <b>(Music Link)</b></p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <b>(Art Link)</b></p> <p>To move along to the beat of a familiar song. <b>(Music Link)</b></p>	<p><b>Creating with Materials.</b></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>To create Christmas cards using a range of materials and use scissors when necessary <b>(DT/Art Link)</b></p> <p>To explore colours with paint –how can they be changed? <b>(Art Link)</b></p> <p>To look at the work of Kandinsky and use oil pastels to create circle art <b>(Art Link)</b></p>	<b>(Music Link)</b>	<p>To effectively use instruments to tap a simple beat. <b>(Music Link)</b></p>			<p><b>Being Imaginative and Expressive</b></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>
<b>Reception Knowledge</b>	<p>To learn a range of songs from around the world. <b>(Music/ Geography Link)</b></p> <p>To know that people from different countries may have different traditions. <b>(Geography Link)</b></p> <p>To know that certain art types belong to different cultures. E.g. Africa. <b>(Geography/Art Link)</b></p> <p>For children to be able to safely construct with a purpose and evaluate their designs. <b>(DT Link)</b></p> <p>To show awareness of how to use musical instruments appropriately. <b>(Music Link)</b></p>	<p>To learn the names of different tools and techniques that can be used to create Art. <b>(DT/Art Link)</b></p> <p>To know what an Artist is <b>(Art Link)</b></p> <p>To experiment with creating different things and to be able to talk about their uses. <b>(DT Link)</b></p> <p>To know how different colours and materials can be used to create things. <b>(Art Link)</b></p>	<p>To understand that pictures can be created by making observations or by using imagination. <b>(Art Link)</b></p> <p>To use paints, pastels and other resources to create observational drawings. <b>(Art Link)</b></p> <p>For children to be able to safely construct with a purpose and evaluate their designs. <b>(DT Link)</b></p> <p>To be able to play instruments along to a simple beat. <b>(Music Link)</b></p>	<p>To use a range of props to support and enhance role play. <b>(DT/Art Link)</b></p> <p>To identify and select resources and tools to achieve a particular outcome. <b>(DT Link)</b></p> <p>To be able to play instruments along to a simple beat. <b>(Music Link)</b></p>	<p>To know the different uses and purposes of a range of media and materials. <b>(DT/Art Link)</b></p> <p>For children to be able to safely construct with a purpose and evaluate their designs. <b>(DT Link)</b></p>	<p>To describe ways of safely using and exploring a variety of materials. <b>(DT/Art Link)</b></p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using. <b>(DT/Art Link)</b></p>	