St Breock EYFS Skills and Progression Map.

Curriculum Intent:

At St Breock we offer a curriculum rich in wonder and memorable experiences giving children the best start in their St Breock school journey.
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 which 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.

Curriculum Implementation:

At St Breock 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 ReadWrite Inc. 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 in our mud kitchen, sandpit and taking part in outdoor learning 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 curriculum advice leaflets each half term to inform them of what their child is learning and weekly memos explaining how they can support this at home. Parents enjoy using Tapestry 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.

Curriculum Impact:

Our curriculum and its delivery ensure that children, from their own starting points make good progress and get off to a flying start. During their time with us children make progress towards the national expectation for a Good Level of Development (GLD) at the end of the 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
Nursery Skills	To sing rhymes and look at picture books. To talk about the different characters and what they are doing. To talk about themselves and their families.	To talk about celebrations at home. To listen to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc and to talk about them	To learn and talk about modes of transportation. To be able to identify the different types of vehicles they see on the road. To begin to use a wide range of	To listen to traditional stories and retain key vocabulary. To be able to talk about the setting, characters and the structure of the story. To be able to use connectives e.g. Once upon a time and then.	To listen to traditional stories and retain key vocabulary. To be able to answer questions and share opinions using the relevant vocabulary. To be able to talk about the setting,	To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly. To be able to answer questions and share opinions using the relevant vocabulary.

	Develop communication that can be understood by others.	and why they are celebrated. To listen to, and follow simple instructions.	vocabulary in the correct context. To talk in short sentences that others can understand. To listen to, and follow simple instructions and respond to questions appropriately.	To listen to, and follow simple instructions and respond to questions appropriately. To talk in short sentences that others can understand.	characters and the structure of the story. To be able to use connectives e.g. Once upon a time and then.	To be able to talk about the setting, characters and the structure of the story with confidence.
Nursery Knowledge	To know that stories have different character which could be real and pretend. To know to sing words clearly so that they are audible. To know that it is OK to talk to others about wants and needs.	To know that stories have a beginning, middle and an end. To be able to understand simple instructions.	To be able to differentiate and categorise objects based on their properties. To remember new words I am learning when talking to others. To be able to understand simple instructions, questions and commands.	To know that stories have a beginning, middle and an end. To be able to answer questions related to the story. To be able to understand simple instructions, questions and commands.	To know that stories have a beginning, middle and an end. To be able to answer questions related to the story. To be able to use vocabulary learnt to have a conversation with others.	To be able to independently sequence familiar rhymes and to be able to say what happens next in a story. To use the words they know appropriately to organise themselves and their play.
Reception Skills	To talk about themselves and others. To sing songs.	To compare different festivals.	To describe features of traditional stories. To talk about the role of healthy food	To describe familiar texts with detail and using full sentences. To being to ask questions about	To label and sort living things. To begin to research using a search engine.	To be able to order a range of life cycles. To be able to give facts about a specified subject.

	To speak about a range of texts.	To make comments about their observations.	and exercise in staying healthy.	familiar aspects of their environment and their learning	To describe habitats.	
Reception Knowledge	To know about others. To know familiar songs. To describe different story and non-fiction texts.	To know about different festivals. To be able to talk about how different people help us. To begin to talk about why things happen using new vocabulary learnt.	To know different traditional stories. To know a range of healthy food and exercise. Express their ideas and feelings about their experiences.	To know different features of texts. To talk confidently about why things happen using new vocabulary learnt. To engage in meaningful conversations with others.	To name and sort a range of living things. To be able to talk about different habitats. To engage in meaningful conversations with others.	To know different life cycles. To know a range of facts. To engage in meaningful conversations with others.

Early Learning Goals

Listening and Understanding.

* Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction.
* 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.

Speaking.

* Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
* Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
* Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

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 peaceably. 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**
Nursery Skills	To separate from main carer and learn to adapt to the Nursery environment. To select and use activities and resources, with some support if needed. To wash hands after using the toilet.	To learn about daily routines and classroom rules. To be aware of behavioural expectations in the Nursery. To select and use activities and resources, with some support if needed. To show an awareness of the importance of oral health.	To learn how to share resources and play in a group. To learn to look after resources within the class. To listen to, and follow rules set. To take turns whilst playing and waiting patiently to have a go.	To show independence in accessing and exploring the environment. To independently put on coats and use the toilet. To listen to, and follow rules set. To learn to look after resources within the class.	To be able to initiate play with peers and keep play going by giving ideas. To become more outgoing with unfamiliar people. To show more confidence in new social situations. To begin to find solutions to conflicts. To show an awareness of how others may be feeling.	To gain enough confidence to talk to adults and peers. To begin to be assertive towards others where necessary.
Nursery Knowledge	To know that they can approach adults in Nursery when needed.	To know how to adapt behaviour to suit classroom routines. To show confidence in asking adults for support.	To know how to manage their emotions in different situations. To know that there are boundaries set.	To be aware of the different areas in the Nursery and how to explore them safely. To approach an adult if they need support.	To know that to play nicely it's important to share and take turns. To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort.	To know how to talk politely and develop an understanding of what is appropriate. To know that it is OK to challenge others, but they must remember to always be kind.

		To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies.	To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'. To know that we must respect our resources and out them back when we have finished with them. To know that when playing in a group they need to share and also know that they will get a turn.		To know that it is OK to engage with others, even if in a different environment. To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.	To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.
Reception Skills	To describe a friend. To know and demonstrate friendly behaviour. To understand how to be a good friend. To learn to join in with whole group activities. To choose an activity independently.	To learn about a range of different festivals To learn about important dates in their lives.	To learn right from wrong. To understand how to make the right choices and the consequences of not making the right ones.	To understand that people need help. To identify ways of being helpful to others and how this will make them feel.	To describe a range of different habitats around the world.	To learn about the different family structures.

Reception Knowledge	To describe and show friendly behaviour. To begin taking turns with their friends.	To be able to talk about different festivals. To understand why different people celebrate different things.	To be able to talk about why a character has made a poor choice and what the consequences are. To be able to talk about how the character could have made a better choice.	To talk about the effect my behaviour has on others.	To talk about the world that we live in and how there are similarities and differences when looking at different aspects.	To be able to talk about the relationships they have at home with their family and friends.

Early Learning Goals

Self-Regulation.

* Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
* Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
* Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self.

* Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.
* Explain the reasons for rules, know right from wrong and try to behave accordingly.
* Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Building Relationships.

* Work and play cooperatively and take turns with others.
* Form positive attachments to adults and friendships with peers.
* Show sensitivity to their own and to others' needs.

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**
Nursery Skills	To take care of toileting needs independently. To begin to show a preference for a dominant hand. To climb apparatus safely. To begin to show awareness of moving equipment safely with peers.	To independently put on their coats, with some support for the zipper and buttons. To copy dance moves and to move to different kinds of rhythms. To use mark making resources with increasing independence.	To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc. To mark make in sensory trays and also copy different patterns. To mark make using a comfortable grip when using pencils and pens. To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills.	To hold the pencil correctly using a tripod grip. To begin to form numbers and familiar letters, e.g. letters in their name. To look at books independently whilst turning pages one at a time. Using balancing apparatus. To mark make using a comfortable grip when using pencils and pens.	To hold the pencil confidently, using the tripod grip and forming letters and numbers mostly correctly. To be able to use scissors confidently and make straight, zig zag and circular snips using one hand. To run skilfully and be able to negotiate space. To mark make using a comfortable grip when using pencils and pens.	To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently. To independently write their name. To confidently use scissors and other tools safely. To mark make using a comfortable grip when using pencils and pens.

			To hold jugs and containers confidently and pour from one container into another. To show awareness of healthy food choices and impact on our body.			
Nursery Knowledge	To know about personal hygiene and the importance of being clean and tidy. To know that washing hands is important after using the toilet and before we eat. To know that books in English should be read from left to right and one page at a time. To use alternate feet when climbing apparatus.	To show confidence in dressing up and self-care activities. To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats. 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.	To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils. To know that they need to use tools with a dominant hand. 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	To know that the pencil needs to be held comfortably and with one hand to form letters and numbers. To know how to use one handed tools effectively. To be able to follow a simple sequence of movements to music and rhythm.	To know the correct ways of forming letters. To know that snips should be made on the line and the pattern should be followed. To know how to feed paper/materials through hand when cutting around objects. To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness.	To know how to hold the pencil correctly and also recognise and self-correct when they form letters incorrectly. To successfully take part in group games with support from an adult. To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc.

	To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers.		another without dropping. To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely. To know what making right food choices looks like. To show independence in self help skills such as toileting and dressing.			
Reception Skills	To use a dominant hand. To begin to form recognisable letters which are formed mostly correctly. To use climbing equipment safely and competently.	To use a dominant hand. To begin to use anticlockwise movement and retrace vertical lines. To use climbing equipment safely and competently. To negotiate space effectively.	To show good practice with regard to exercise, eating, sleeping and hygiene. To be able to balance and coordinate safely. To negotiate space effectively.	To handle tools, objects, construction and malleable materials safely and with increasing control. To negotiate space effectively.	To use a pencil effectively to form recognisable letters, most of which are formed correctly. To show good control and co-ordination in large and small movements.	To show good control and co-ordination in large and small movements.

Reception Knowledge	To know which hand to write with. To know how to use the climbing equipment safely. To know how to use scissors effectively	To know how to make anticlockwise movement and retrace vertical lines. To know how to use climbing equipment safely. To know how to use scissors effectively.	To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health. To know how to use scissors effectively.	To know why it is important to handle different apparatus safely. To know how to use scissors effectively being able to move the scissors and paper with intent and purpose.	To know how to independently form letters correctly. To know how to use scissors effectively, following a specific line.	To know how to handle a range of equipment and tools effectively. To know how to use scissors and a range of tools effectively and safely.

Early Learning Goals

Gross Motor Skills.

* 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.

Fine Motor Skills.

* 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.

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).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Topics						
	Marvellous me	**Lets celebrate**	**A world of animals**	**Ready steady grow**	**Superheroes**	**Off we go**
Nursery Skills	To be able to mark make and identify their marks. To recognise familiar logos and labels within the environment.	To find and identify familiar letters, e.g. letters in their names. To talk about and retell a range of familiar stories. To begin to explore initial sounds in familiar words.	To begin to attempt writing familiar letters, e.g letters in their name. Adults will consistently model correct formation. To find and identify familiar letters, e.g. letters in their names. To talk about and retell a range of familiar stories	To be able to mark make and give meaning to their marks. To identify the pictures linked to RWI sound. To begin to form some letters correctly, e.g. letters in their name.	To identify the pictures linked to RWI sound. Children will begin to identify some sounds during oral blending games. To begin to make predictions about a story, sometimes supported by an adult with vocabulary.	Lots of Fred games focussing on oral blending. Make predictions about a story using the relevant vocabulary with independence. To mark make for a purpose and be able to talk about the marks.
Nursery Knowledge	To know that text can be used as a form of identification. To know that text has a meaning. To know that text is read from left to right and top to bottom in English.	To know that letters are used to make up words. To know that each letter makes a sound – focussing on sounds in their names. To learn that stories have a sequence;	To know that each letter makes a sound – focussing on sounds in their names. To join in with repetition within stories and rhymes. To be able to talk about different parts of the story.	To be able to talk about their marks with confidence. To talk about the sounds they have identified from the RWI program. To join in with repetition within stories.	To know that blending sounds makes words. To identify the pictures with corresponding. To join in with repetition within stories. To be able to talk about different parts of the story.	To identify CVC words orally. To be able to segment sounds in CVC words. To know that letters make sounds. To join in with repetition within stories.

	To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages To learn a range of Nursery Rhymes.	beginning, middle and end. To know that text is read from left to right and top to bottom in English. To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages To begin to acknowledge initial sounds and their relevance in the environment		To be able to talk about different parts of the story.		To engage in extended conversations about stories.
Nursery – phonic awareness RWI (links to music and reading)	Phonological awareness games (letters and sounds) General sound discrimination environmental sounds, instrumental sounds, body percussion, Rhythm and rhyme		Listening to and remembering sounds. Introducing two sounds a week from Set 1 – Speed sound lessons. Fred talk – verbally segmenting and blending.		Continue to introduce two sounds a week. Introduce writing sounds. Fred talk – physical cards available.	
Reception Topics						
	Me and My Family / Seasons.	**Jobs/ Festivals.**	**Traditional tales**	**Being Healthy/ Animals.**	**Growing.**	**Recycling**
Reception Skills	Listening to and identifying sounds in the environments. Listening to and hearing initial	Listening to and hearing sounds in CVC words. To identify sounds on a sound mat	To think of and write a short, simple sentence. Listening to and hearing sounds in	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.

	sounds in familiar words. To identify sounds on a sound mat. Listens to familiar stories and able to recall some facts.	and to use this when writing. Listens to familiar stories and able to recall facts.	CVC and CVCC words. Identifying sounds on a sound mat. Listens to stories and is beginning to anticipate what may happen next.	Listening to and hearing sounds in CVC and CVCC words. Identifying sounds, including phonemes and other digraphs on a sound mat. Listens to stories and is beginning to anticipate what may happen next.	Listening to and hearing sounds in CVC and CVCC words. Identifying sounds, including phonemes and other digraphs on a sound mat. Checking written work and making any changes where necessary Listens to stories and is beginning to anticipate what may happen next.	Listening to and hearing sounds in CVC and CVCC words. Identifying sounds, including phonemes and other digraphs on a sound mat. Checking written work and making any changes where necessary.
Reception Knowledge	Knowing that words can be written. Knowing the sounds that the taught letters make. Knowing what the taught letters looks like. Knowing how to write the taught letters. Knows how to sequence familiar stories.	Knowing that words can be written. Knowing the sounds that the taught letters make. Knowing what the taught letters looks like. Knowing how to write the taught letters. Recognising taught HFW in text.	Knowing that words can be written. Knowing the sounds that the taught letters make. Knowing what the taught letters looks like. Knowing how to write the taught letters. Recognising taught HFW in text.	Knowing the sounds that the taught phonemes make. Knowing what the taught phonemes look like. Knowing how to write the taught letters. Recognising taught HFW in text. To know that a sentence starts with a capital letter and ends with a full stop.	Knowing the sounds that the taught phonemes make. Knowing what the taught phonemes look like. Knowing how to write the taught letters. Recognising taught HFW in text. To know that a sentence starts with a capital letter and ends with a full stop.	Knowing the sounds that the taught phonemes make. Knowing what the taught phonemes look like. Knowing how to write the taught letters. Recognising taught HFW in text. To know that a sentence starts with a capital letter and ends with a full stop.

		Knows how to sequence familiar stories.	Knows how to spell some familiar words.	Knows how to spell some familiar words.	Knowing that sentences can be extended by using a connective Uses learnt words and phrases to discuss familiar stories or during role play. Knows how to spell some familiar words.	Knowing that sentences can be extended by using a connective. Uses learnt words and phrases to discuss familiar stories or during role play.

Early learning Goals

Comprehension

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

Word Reading.

* Say a sound for each letter in the alphabet and at least 10 digraphs.
* Read words consistent with their phonic knowledge by sound-blending.
* Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing.

* Write recognisable letters, most of which are correctly formed.
* Spell words by identifying sounds in them and representing the sounds with a letter or letters.
* Write simple phrases and sentences that can be read by others.

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**
Nursery Areas of Learning Covered						
White-Rose Nursery Scheme.	**More than, fewer than, same** **Explore and build with shapes and Objects** **Explore pattern repeats** **Hear and say number Names**	**Begin to order number names** **I see 1, 2, 3** **Join in with repeating patterns** **Explore position and space**	**Show me 1, 2, 3** **Move and label 1, 2, 3** **Explore position and routes** **Explore patterns**	**Take and give 1, 2, 3** **Match, talk, push and pull** **Talk about dots** **Compare and sort collections**	**Lead on own repeating patterns** **Start to solve maths puzzles** **Making patterns together** **Make games and actions**	**Show me 5** **Making my own pattern** **Stop at 1, 2, 3, 4, 5** **Match, sort, compare**
Nursery Skills	Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using	Say one number for each item in order: 1,2,3,4,5. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5.	Compare quantities using language: 'more than', 'fewer than'. Experiment with their own symbols and marks as well as numerals. Describe a familiar route.	Notice and correct an error in a repeating pattern. Solve real world mathematical problems with numbers up to 5.	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Select shapes appropriately: flat surfaces for building, a

	informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. To show an understanding of counting to 5. Knowing that the last number you count represents the total number of objects	Extend and create ABAB patterns – stick, leaf, stick, leaf. Understand position through words alone – for example, "The bag is under the table," – with no pointing	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Extend and create ABAB patterns – stick, leaf, stick, leaf.	Discuss routes and locations, using words like 'in front of' and 'behind'. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Make comparisons between objects relating to size, length, weight and capacity.*	Notice and correct an error in a repeating pattern. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.	triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity.*
Nursery Knowledge	Singing a range of number songs. To say number names to 5 in order. To know that time can be measured using days.	To say number names to 10 in order. To know that a group of objects can also be represented by a number	To create and repeat simple patterns. To subitise to 3. To know number order beyond 5 when counting.	To subitise to 3. To know number order beyond 5 when counting. To use the language of more and less to compare amounts.	To subitise to 5 To remember the order in which things happen. To know that subtraction means taking an amount away from a group.	To subitise to 5 To learn vocabulary linked to describing size and distance.. To remember the order in which things happen.

	To know that the last number said represents the total number of objects To show an awareness and name some 2D shapes in the environment.	Singing a range of number songs. To know that the last number said represents the total number of objects To show an awareness and name some 2D shapes in the environment.	To say number names to 10 in order. To be able to say number names forwards and backwards to 10. To know that each object should only be counted once. Singing a range of number songs.	To know that numbers can be ordered. To be able to demonstrate through games and role play an understanding of positional language. Singing a range of number songs.	To know that some shapes more appropriate than others when building. To remember different aspects of a journey, e.g. "I walked over a bridge to get to school".	To remember different aspects of a journey, e.g. "I walked over a bridge to get to school".
Reception Areas of Learning Covered						
White-Rose Reception Scheme	**Match, sort and compare** **Talk about measure and pattern**	**All about 1,2,3** **Circles and triangles** **All about 1, 2, 3, 4, 5** **Shapes with 4 sides**	**Alive in 5** **Mass and capacity** **Growing 6,7,8**	**Length height and time** **Building 9 and 10** **Explore 3-D shape.**	**To 20 and beyond.** **How Many now adding and taking away.** **Manipulate, compose and decompose.**	**Sharing and grouping** **Visualise, build and map** **Make connections**
Reception Skills	Match objects, pictures and Identify a set. Sort objects to a type, Explore sorting techniques Create sorting rules	Find, Subitise and Represent 1, 2 and 3. 1 more, 1 less, Composition of 1, 2 and 3 1 Identify and name and compare	Introduce zero Find, Subitise and Represent 0 to 5, 1 more and 1 less Composition and Conceptual subitising to 5	Explore and Compare length, Explore and Compare height. Talk about time, Order and sequence time	Build numbers beyond 10 (10–20) Continue patterns beyond 10 (10–20) Verbal counting beyond 20 Verbal counting patterns	Explore sharing and grouping Even and odd sharing Play with and build doubles Identify units of repeating patterns

	Compare amounts, size, mass, capacity. Explore simple patterns, Copy and continue simple patterns, Create simple patterns	circles and triangles, find Shapes in the environment, Describe position Find, Subitise and Represent 4 and 5. 1 more, 1 less Composition of 4 and 5 Composition of 1–5 Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night	Compare mass, Find a balance, Explore capacity, Compare capacity Find and Represent 6, 7 and 8. 1 more and 1 less, Composition of 6, 7 and 8, Make pairs – odd and even, Double to 8 (find a double), Double to 8 (make a double) Combine two groups. Conceptual subitising.	Find and Compare numbers to 10. Represent 9 and 10. Conceptual subitising to 10 1 more, 1 less Composition to 10, Bonds to 10 (2 parts) Make arrangements of 10, Bonds to 10 (3 parts), Doubles to 10 Explore even and odd Recognise and name 3-D shapes, Find 2-D shapes within 3-D shapes, Use 3-D shapes for tasks, find 3-D shapes in the environment. Identify more patterns, Copy and continue patterns find complex Patterns in the environment.	Add more- How many did I add? Take away- How many did I take away? Select shapes for a purpose, Rotate shapes, Manipulate shapes, Explain shape arrangements. Compose and Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes.	Create and explore own pattern rules. Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations Deepen understanding Patterns and relationships
Reception Knowledge	To say the number names to 10 in order. To recognise number to 10.	To say number names and recognise numbers to 10. Understand different	To know that length, capacity and weight can all be measured. To understand and use a range of	To know that addition involves combining two or more groups of objects. To read addition number sentences.	To know that addition involves combining two or more groups of objects.	To know the names of some 2D shapes. To know the names of basic 3D shapes.

	To write numbers to 10, forming them correctly. Sort objects into different groups and identify the groups. To know that patterns are repeated designs. What is a repeating pattern. Know a range of number nursery rhymes.	compositions of numbers 1-5. To know the names of 2D shapes. To know that 2D shapes can have sides and corners. To say the days of the week in order. To begin to say the months of the year in order.	prepositions in everyday contexts. To know that length, weight and capacity can be measured using standard units. To know that the word 'more' indicates that the group is getting larger. To know that the word 'less' indicates that a group is getting smaller. How to make doubles.	To be able to count, order and recognise numbers to 20. To use a number line to help solve simple addition and subtraction number problems . To be able to share a group of objects equally. To know the names of some 2D shapes. To know the names of basic 3D shapes.	To begin to read addition number sentences. To be able to count, order and recognise numbers to 20. To count forwards and backwards to 20. To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts. To know that subtraction involves removing an object from a group. To know that 3D shapes can have faces, vertices and edges.	To know that 3D shapes can have faces, vertices and edges. To read number addition sentences. To know the difference between odd and even. To know that sharing equally means everyone has the same amount of an object Understanding the purpose of a map and why we use maps.

Early Learning Goals

Number

* Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5.

* Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns.

* Verbally count beyond 20, recognising the pattern of the counting system.

* Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

* Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

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
Nursery Skills	To be able to talk about their body parts and what the function is of each part. **(Science Link)** Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Harvest - Talk about what they see, using a wide vocabulary. **(Geography link)**	Talk about the differences between materials and changes they notice, e.g ice play and gloop. **(Science link)** Learn about the different seasons here in the UK and the weather that comes with them! **(Geography link)** To know that everyone has a birthday and they are usually celebrated in a	Discover different types of animals. From mammals, to birds, to insects, different habitats around the world, including those that live on a farm. **(Science link)** Know that there are different countries in the world and talk about the differences they have experienced or seen in photos **(Geography link)**	Talk about the life cycles of a frog and butterfly. **(Science Link)** Exploring plants. learn about how plants are made, where they come from and how to look after them! They can make a start on thinking about why plants are so important and learn some key vocabulary about different parts of plants. **(Science and geography link)**	Explore and talk about different forces they can feel. **(Science Link)** To use senses to explore the world around them. Talk about the differences between materials and changes they notice. **(Geography/ Science Link)** To learn about different modes of transportation and who operates them, how they travel to	To explore materials which will float and which will sink. **(Science Link)** Understand more about the beach, and is a fun way for them to explore it! Activities like making a sandcastle and measuring footprints are included, to encourage children what materials are used and how we can measure length **(Geography link)** Children to talk about significant events in

	To be able to identify similarities and differences between themselves and peers. To make self-portraits, and look at our families. **(History Link)** Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or a new image **(Computing link)** Where do I belong, who is my family and friends? **(RE link)**	similar manner around the world. **(History Link)** To know that some celebrations are specific to some cultures, for example, Diwali. We do we celebrate Christmas. What happened in the nativity story. **(RE Link)**	Children to talk about significant events in their life. **(History Link)** Chinese new year – exploring how different cultures celebrate **(RE link)** What makes Nursery special? **(RE link)** Explore how things work Operating simple equipment e.g. turning on equipment, use a remote control, take photos on the I-pad. **(Computing Link)**	To learn about Easter, and the importance of Easter to Christians. **(RE Link)** Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or a new image **(Computing Link)**	school, local area and natural environment. **(Geography Link)** To use the computer to complete a simple task, drawing on the white board. Completing a simple interactive game. . **(Computing Link)** What are our nursery values, exploring stories from the bible with a meaningful message about British values. **(RE link)**	their life with confidence. Begin to make sense of their own life-story and family's history. **(History Link)** Show interest in different occupations To know that adults do a variety of jobs and that they are not all the same. **(RE link)** What are our nursery Values, looking after others and helping each other. Reflect through stories in the bible. **(RE link)**
9Nursery Knowledge	Know their body parts and what the function is of each part. **(Science Link)** Harvest the natural world around us - Talk about what they see, using a wide vocabulary.	Describe what they notice, when different material change and why, e.g ice play and gloop. **(Science link)** children to recognise, different weather types and	To talk about what they see using new vocabulary with independence. **(Science/ Geography Link)** To know that difference creatures live in different places based on	To know that every living being has a life cycle and they change in shape and size as they grow. **(Science Link)** To know that living beings follow a similar growth pattern and make comparisons.	To know similarities and differences between modes of transportation. **(History/Science Link)** To begin understand the importance of looking after our environment and all	To know how to test whether materials will float or sink. **(Science Link)** Knows how to operate simple equipment. **(Computing Link)** To know that adults do a variety of jobs

	(Geography link) To know about family structures and be able to talk about who is part of their family. **(History Link)** To begin to talk about what they see using some new vocabulary. **(History Link)** Shows an interest in technological toys. **(Computing Link)**	also consider how we need to be careful in different seasons. **(Geography link)** To learn and retell different stories related to Autumn festivals, Christmas and the nativity story . **(History/RE Link)** To make Rangoli patterns on the computer. **(Computing/RE Link)** Shows an interest in technological toys. **(Computing Link)**	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)** Children will be able to discuss significant events in their life. **(History/RE Link)**	**(Science Link)** 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)** To know about who celebrates Easter and what is its significance. **(History/ RE Link)** Knows how to use different technological toys **(Computing Link)**	living things and where we can collect natural resources from. **(Science/ Geography Link)** To know that there are different countries in the world, **(Geography Link)** Knows how to operate simple equipment. **(Computing Link)** Exploring stores from the bible that demonstrate a message of belonging and our Nursery values. **(RE link)**	and that they are not all the same. To show an awareness of the emergency services and how they can help us. Understand more about the beach, and is a fun way for them to explore it **(Geography link)** Exploring stores from the bible that demonstrate a message of belonging and our Nursery values. **(RE link)**
Reception Skills	I can discuss daily weather/ seasons looking at similarities and differences. **(Science/ Geography Link)**	To be able to differentiate between nocturnal and diurnal animals. **(Science Link)** . To be able to talk about the different jobs that adults do	To identify and sort healthy/unhealthy foods. **(Science Link)** To identify and group a range of fruits and vegetables. **(Science Link)**		Talking about the life cycle of plants and animals and what they need to survive. **(Science Link)** Exploring a range of habitats, looking at why the animal lives like that. **(Science Link)** I can explain why geographic changes occur.	

	To talk about the changes they observe in their environment – Seasons link. **(Science/ Geography Link)** To talk about how they have changed since they were a baby. **(History Link)** To be able to recount changes within living memory. **(History Link)** Identify some similarities and differences between now and the past. **(History Link)** Why is the word God so important to Christians? (Christianity ~Creation) **(RE link)**	and how they can help us (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). I can talk about some features of the areas where I live. **(Geography Link)** Answer basic questions about the past. Talk, draw or write about aspects of the past. **(History Link)** To talk about how Hindus celebrate Diwali. **(RE Link)** To use directional language to describe a sequence. **(Computing Link)**	I can talk about features of my own immediate environment and how environments may vary from one another **(Science/ Geography Link)** I can make observations and express their views of the environment. **(Science/ Geography Link)** To talk about a special event in their life. **(History Link)** Know that their own experiences differ to those of others. **(History Link)** Identify some similarities and differences between ways of life in different periods. **(History Link)** To negotiate space effectively in order to use a technological device. **(Computing Link)** Being special: where do we belong? (Thematic) **(RE link)** Why do Christians put a cross on their Easter garden? (Why is Easter special to Christians?) (Christianity~ Salvation) **(RE link)**	**(Geography Link)** I can ask questions about their familiar world (where they live or the natural world). **(Geography Link)** Making treasure maps to direct friends to a 'goal'. Exploring maps of the world. **(Geography Link)** Understand key features of events. **(History Link)** Which places are special and why? (Thematic) Which stories are special and why? (Thematic) **(RE link)**

		Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?) **(RE link)**		
Reception Knowledge	To know the names of different body parts. **(Science Link)** To know that there are many countries around the world. **(Geography Link)** To know that people in other countries may speak different languages. **(Geography Link)** To know that they have a family unit that can/will change over time. **(History Link)** To name members of their family. **(History Link)** Explain why God is so important to Christians.	To know that people around the world have different religions. **(RE/Geography Link)** To know that Mendi and Rangoli patterns are created to celebrate Diwali. **(RE Link)** To know that some animals are nocturnal. **(Science Link)** To know that adults do a variety of jobs. **(Geography Link)** To know that the emergency services exist and what they do.	To know that some foods are unhealthy. Sorting healthy and unhealthy foods. **(Science Link)** To know the names of common fruits and vegetables. **(Science Link)** To know that humans and other animals can grow. **(Science Link)** To know that Christians celebrate Easter and meaning of the cross. **(RE Link)** To identify members of the community who help us. **(Geography Link)** To be able to say how members of the community help them. **(Geography Link)** To identify and talk about a time when someone has helped them. **(History Link)**	To select appropriate materials according to their properties. **(Science Link)** To name and identify a range of different materials and to know how they are used in familiar environments. **(Science Link)** To explain why geographic changes occur. **(Geography Link)** To begin to understand that things change over time. **(Science/ Geography Link)** To begin to understand that things happened a really long time ago. **(History Link)** To begin to programme a beebot to follow a simple sequence **(Computing link)** I can describe what places and people are special to me. **(RE link)**

	(RE link)	**(Geography Link)** Understand the meaning ƒ Christmas for Christians and how it is celebrated. **(RE link)**	To be able to say what the reasons and results are of people helping us. **(Geography Link)** To use a i-pad to complete a simple ICT programme/ taking photos. **(Computing Link)** To know that there are many countries around the world. **(Geography Link)**	

Early Learning Goals

Past and Present.

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

People, Culture and Communities.

* Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
* Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
* Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World.

* Explore the natural world around them, making observations and drawing pictures of animals and plants.
* Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
* Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts 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						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Nursery Art Theme	**What can we see? How can we explore colour?**	**How can we build worlds?**	**How can we Build explore materials and marks?**	**How can we explore 3D materials?**	**How can we use our bodies to make art?**	**How can we use our imagination?**
Suggested Activities Access Art	Finding Circles Shells: Observational and Imaginative Drawing Explorer's Books: Collecting Colour To Colour… String Printing	Cardboard Creations Insect Hotels	Mark-Making and Sound Nursery Night Time Collage Imaginary Landscapes Drawing on Pebbles	Fruit & Veg Heads Clay Play	Dancing To Art Mark-Making and Sound Dressing Up As Fossils!	Let's Start With Collage Galaxy Painting Cardboard creations
Nursery Skills	To use different colours and materials to make Rangoli Patterns. **(Art/ RE Link)** To make salt dough Diva's.	To make Christmas cards and decorations for friends and family using a range of media. **(DT/Art/RE Link)**	To use scissors effectively. **(DT/PE Link)** To begin to act out different scenarios using props to	To learn about different textures and talk about them. **(Art Link)** Feely bag activities with different objects	To show different emotions in pictures clearly. **(Art Link)** To draw with increasing control,	To use puppets and props to act out different traditional stories. **(Art Link)** To make masks for role play. **(DT/Art Link)**

	(DT/Art Link) To make patterns with paint and different objects, exploring what happens when you mix colours. **(Art Link)** To create closed shapes with continuous lines which represent objects that can be spoken about or identified. **(Art Link)**	Joins construction pieces together to build and balance. **(DT Link)** Uses various construction materials. **(DT Link)** To construct with bricks and blocks to make an enclosure. **(DT Link)**	enhance imaginative play. **(Art Link)** Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. **(DT Link)** To construct with bricks and blocks to make an enclosure. **(DT Link)**	for children to feel and describe. **(Art Link)** To engage in role play by making stick puppets of different story characters. **(DT/Art Link)** Realises tools can be used for a purpose. **(DT Link)**	representing features and detail clearly. **(Art/PE Link)** Explore different materials freely, using them with a purpose. **(Art Link)** Beginning to be interested in and describe the texture of things. **(Art Link)**	Uses available resources to create props to support role-play. **(DT/Art Link)** To use available props to develop stories and make imaginative play more purposeful. **(DT/Art Link)**
Nursery Knowledge	To know how to create recognisable representations of objects. **(Art Link)** To know how different colours and materials can be used to create things. **(Art Link)** To know how colours can be mixed to make a new colour. **(Art Link)**	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 **(Art/RE Link)** For children to be able to construct with a purpose and safely **(DT Link)**	To use their imagination to create different works of art. **(Art Link)** For children to be able to construct with a purpose and safely. **(DT Link)** To show confidence in choice of media when creating a model or picture. **(Art Link)**	To know about the different materials and what can be created with them. **(Art/DT Link)** For children to be able to construct with a purpose and safely. **(DT Link)** To show confidence in choice of media when creating a model or picture. **(Art Link)** To know about the different materials and	To know how to use props appropriately for particular stories. **(Art/DT Link)** To know how to use available props to develop stories and make imaginative play more purposeful. **(Art/DT Link)** To use their imagination to create different works of art. **(Art Link)**	To know that different construction toys can be used to make new things that can be used in pretend play. **(Art/DT Link)** To use their knowledge of stories in acting them out with friends. **(Art Link)** To know that they can change their voices whilst singing or acting out stories to

	To know that certain art types belong to different cultures. E.g. Africa. **(Art/Geography Link)**	To know how to create recognisable representations of objects. **(Art Link)**	To know how to create recognisable representations of objects. **(Art Link)**	what can be created with them. **(Art/DT Link)**		create a dramatic effect. **(Art/Music Link)**
Nursery Music Sing up – theme	**Lets be friends**	**Travel and movement**	**This is me**	**Animal Tea Party**	**I've got feelings**	**Lets jam**
Nursery Music skill	Work cooperatively and take turns using musical instruments Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm. To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard.	Sing familiar Nursery Rhymes and Nativity songs. clap the rhythm of the words they are speaking Work cooperatively and take turns listen, respond, and vocalise chants with others	Sing familiar songs or make up own songs. To play instruments with increasing control. To play instruments to express feelings and ideas. Work cooperatively and take turns using musical instruments and/or saying the chant	Sing familiar Nursery Rhymes. Sing songs clearly using correct words that have been learned. Come up with ideas for actions or movements to accompany the lyrics. Play instruments with control to play loudly/quietly, (dynamics), fast/slow (tempo)	Sing familiar songs in the correct tone and changing melody if appropriate. To know that they can change their voices whilst singing or acting out stories to create a dramatic effect. Experiment with different ways of playing instruments e.g. exploring volume (dynamics) and speed (tempo)	To listen to music and create movements to the different beats. To know that body movements can be changed depending on the rhythm to achieve a desired effect. Create rhythms using instruments and body percussion Match the pitch of the leader in the call-and-response Children combine singing with the movements of the song
Nursery Music Knowledge	To join in singing familiar songs and use actions. To know how to tap out simple rhythms and explore how sounds can be changed.					
Nursery Music Songs	Humpty dumpty Jack and Jill	Grand old duke	1,2,3,4,5 once I caught a fish alive	Round around the garden	Mary Mary quite contrary	Wheels on the bus

Here is a list of songs that the children in Nursery should know fluently by the end of the year. The songs link to topics taught	Hickory dickory dock Wind the bobbin up	One, two, buckle my shoe Twinkle twinkle little star	Baa Baa Black sheep Hey diddle diddle Row row	Ring a ring a roses Incy wincy spider	Miss Polly had a dolly Pat a cake	Sailor went to sea sea sea Down at the station
4 core nursery rhymes that are learnt consistently all year round.	Wind the bobbin up 5 little ducks 1,2,3,4,5 once I caught a fish alive Teddy bear teddy bear					
Reception Art Theme	**What can we see? How can we explore colour?**	**How can we build worlds?**	**How can we Build explore materials and marks?**	**How can we explore 3D materials?**	**How can we use our bodies to make art?**	**How can we use our imagination?**
Suggested Activities Access Art	Still Life Compositions Inspired by Cezanne Collaging with Wax Crayon Rubbings Collecting, Arranging, Drawing T-Shirt Paintings To Colour…	Prop Making for Toys Creating a Book World World in a Matchbox	Transforming Objects Collage streets Galaxy Painting Collaging with Wax Crayon Rubbings Autumn Floor Textiles	Insect Hotels Top Tips For Cardboard Creations Marbled Hole Punch Sketchbook Repeat Pattern Printing Roller	Dancing to art Movement Maps Hands, Feet and Flowers String printing	Imaginary Landscapes Mark-Making and Sound Fruit & Veg Heads Top Tips For Cardboard Creations
Reception Skills	To give meaning to the marks that are made.	To use role play to show how 'People who Help Us'.	To explore and recreate Aboriginal Art/ art from	To use a range of resources to create	To use what they have learnt about media and materials in an	They safely use and explore a variety of materials, tools and

	(Art Link) To design a Rangoli pattern. **(DT/Art Link)** They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **(Art Link)**	**(Art Link)** Uses simple tools and techniques competently and appropriately. **(DT/Art Link)** To use resources to create own props. **(DT/Art Link)**	different cultures, countries and seasons. **(Art/Geography/ History Link)** To use resources to create own props. **(DT/Art Link)** Constructs with a purpose in mind, using a variety of resources. **(DT Link)**	own props to aid role play. **(DT/Art Link)** To plan, carry out and evaluate and change where necessary. **(DT Link)** Manipulates materials to achieve a planned effect **(DT/Art Link)**	original way and be able to explain their choices. **(Art Link)** Selects appropriate resources and adapts work where necessary. **(DT/Art Link)** Manipulates materials to achieve a planned effect **(DT/Art Link)**	techniques, experimenting with colour, design, texture, form and function. **(Art Link)** To draw a range of plants and fruits. **(Art Link)** Constructs with a purpose in mind, using a variety of resources. **(DT Link)**
Reception Knowledge	To know that certain art types belong to different cultures. E.g. Africa. **(Geography/Art Link)** . To use paints, pastels and other resources to create observational drawings. **(Art Link)** To know how different colours and materials can be used to create things. **(Art Link)**	To learn the names of different tools and techniques that can be used to create Art. **(DT/Art Link)** To experiment with creating different things and to be able to talk about their uses. **(DT Link)** For children to be able to safely construct with a purpose and evaluate their designs. **(DT Link)**	To understand that pictures can be created by making observations or by using imagination. **(Art Link)** For children to be able to safely construct with a purpose and evaluate their designs. **(DT Link)**	To use a range of props to support and enhance role play. **(DT/Art Link)** To identify and select resources and tools to achieve a particular outcome. **(DT Link)**	To know the different uses and purposes of a range of media and materials. **(DT/Art Link)** For children to be able to safely construct with a purpose and evaluate their designs. **(DT Link)**	To describe ways of safely using and exploring a variety of materials. **(DT/Art Link)** Selects tools and techniques needed to shape, assemble and join materials they are using. **(DT/Art Link)** To experiment with creating different things and to be able to talk about their uses. **(DT Link)**

Reception Music Theme- BBC teach	**Bring the Noise** **Dream on** Listening carefully, distinguish, compare and evaluate sounds.	**Gathered around the Christmas tree** **Golden** Feeling the pulse, introducing rhythm pitch and melody	**Hands in the air** **Happy** Listening and responding to rhythm and rhyme. Moving to pulse	**I am a Robot** **Music Time** Creativity and imagination rhythm and movement.	**Summertime** **Take you home** Listening carefully to pulse pitch and playing an ensemble. Differentiating between high and low.	**When the cold winds blow** **Yolan's Band jam** Recognising and responding to different instrumental sounds. Pitch, rhythm and pulse
Reception Music Skills	Explore the different sounds instruments can make. To remember the words to a range of songs. To show awareness of how to use musical instruments appropriately. To explore the different sounds of a range of instruments.	Discover how to use the voice to create loud/soft sounds. Choose an instrument to create a specific sound. To show awareness of how to use musical instruments appropriately.	Sing echo songs and perform movements to a steady beat. Play instruments to a steady beat and understand how to hold and play an instrument with care. Listen to music and respond by using hand and whole-body movements.	To know how to use our body to show high and low sounds To explore how to use voice to create high and low sounds To be able to play instruments along to a simple beat. Explore singing at different speeds and pitch to create moods and feelings. Listen to different sounds (animal/water etc) and respond with voice and movement.	Express feelings in music by responding to different moods in a musical score. Choose different instruments including the voice to create sound effects in play. To move along to the beat of a familiar song. Experiment performing songs and music together with body movements to a steady beat.	To clap rhythmic patterns To move along to the beat of a familiar song. Explore singing at different speeds and pitch to create moods and feelings. Experiment performing songs and music together with body movements to a steady beat. To know that they can change their voices whilst singing or acting out stories to create a dramatic effect.
Reception Music Knowledge	To know many songs and be able to sing them off by heart using actions.					

	To understand sounds can be changed and to experiment changing them.					
Reception Music Songs Here are a list of songs that the children in Reception should know fluently by the end of the year. The songs link to topics taught.	Head shoulders knees and toes One finger one thumb 5 current buns The Bear went over the mountain	Oats and beans and barley Here we go round the mulberry bush Magic porridge pot	Horsie Horsie don't you stop Old Mac Donald Sing a song of sixpence I can sing a rainbow	Wiggly woo 5 little ducks This old man Goldilocks went to the house of the bears.	Big ship sails We're driving in our car 10 in a bed	10 fat sausages Theres a hole at the bottom of the sea
4 core nursery rhymes that are learnt consistently all year round.	Incy wincy spider Head shoulders knees and toes 10 in a bed One two buckle my shoe					

Early Learning Goals

Creating with Materials

* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
* Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

* Invent, adapt and recount narratives and stories with peers and their teacher.
* 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.