



Subject Specific Curriculum Delivery Notes

Context behind curriculum delivery

Points for teachers to note

- **Disclaimer – ALL Areas of learning are NOT taught in isolation and are embedded across the curriculum of the EYFS throughout all things that we do. However, for the purpose of planning and curriculum assessment, we will be focussing on specific prime and specific objectives across the year as we have laid out below, however this does not mean that objectives won't be covered before or after its discreet planning.**
- whilst ALL objectives are ongoing throughout the year, the objective stated needs to be fully observed and assessed and delivered in teaching and learning for that term. Communication and language have two rows for planning purposes; Objectives to be routinely covered over the year and new ones introduced for the term as a focus.

Supporting resources for implementation

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Nursery Rhymes	My Family Journey	Super Me!	Traditional Tales	Growth and Changes	Animals
Reception	This is me!	My culture and traditions	999 Emergency	Traditional Tales	Lifecycles	Our living planet

Learning Area: Communication and Language

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Enjoy listening to longer stories and can remember much of what happens (ongoing)</p> <p>Use a wider range of vocabulary (ongoing)</p> <p>Sing a large repertoire of songs (ongoing)</p> <p>Know many rhymes, be able to talk about familiar books and be able to tell a long story (ongoing)</p>	<p>Enjoy listening to longer stories and can remember much of what happens</p> <p>Use a wider range of vocabulary</p> <p>Sing a large repertoire of songs</p> <p>Know many rhymes, be able to talk about familiar books and be able to tell a long story</p>	<p>Enjoy listening to longer stories and can remember much of what happens</p> <p>Use a wider range of vocabulary</p> <p>Sing a large repertoire of songs</p> <p>Know many rhymes, be able to talk about familiar books and be able to tell a long story</p>	<p>Enjoy listening to longer stories and can remember much of what happens</p> <p>Use a wider range of vocabulary</p> <p>Sing a large repertoire of songs</p> <p>Know many rhymes, be able to talk about familiar books and be able to tell a long story</p>	<p>Enjoy listening to longer stories and can remember much of what happens</p> <p>Use a wider range of vocabulary</p> <p>Sing a large repertoire of songs</p> <p>Know many rhymes, be able to talk about familiar books and be able to tell a long story.</p>	<p>Enjoy listening to longer stories and can remember much of what happens</p> <p>Use a wider range of vocabulary</p> <p>Sing a large repertoire of songs</p> <p>Know many rhymes, be able to talk about familiar books and be able to tell a long story</p>

	<p>Develop their communication, but may continue to have problems with irregular tenses and plurals such as “runned” for “ran” and “swimmed” for “swam.” (ongoing)</p>	<p>Pay attention to more than one thing at a time, which can be difficult. (Ongoing)</p> <p>Use talk to organise themselves and their play “Let’s go on a bus... you sit there... I’ll be the driver.” (ongoing)</p>	<p>Understands a question or instruction that has two parts such as, “get your coat and wait at the door.” (ongoing)</p> <p>Start a conversation with an adult or a friend and continue it for many turns. (ongoing)</p>	<p>Understand why questions like “why do you think the caterpillar got so fat?” (ongoing)</p> <p>Use longer sentences of 4 – 6 words. (ongoing)</p>	<p>Develop their pronunciation but may have problems saying some sounds/ multisyllabic words (Ongoing)</p>	<p>Be able to express a point of view and to debate when they disagree with an adult / friend using words as well as actions. (ongoing)</p>
<p>Reception</p> <p>Listening, Attention and Understanding</p>	<p>Understand how to listen and why listening is important</p> <p>Learn new vocabulary and use it through the day (ongoing)</p> <p>Ask questions to find out more and check they understand what has been said to them.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Engage in story time.</p>	<p>Understand how to listen and why listening is important</p> <p>Learn new vocabulary and use it through the day (ongoing)</p> <p>Ask questions to find out more and check they understand what has been said to them.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Engage in story time.</p> <p>Engage in non-fiction books</p>	<p>Articulate their ideas and thoughts on well- formed sentences.</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Use talk to help work out problems and organise thinking and</p>	<p>Articulate their ideas and thoughts on well- formed sentences.</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Retell the story, once they have developed a deep</p>	<p>Connect one idea or action to another using a range of connectives (I know this because..)</p> <p>Describe events in some detail.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen.</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 interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversations within engaged in back-and-forth exchanges with their teachers and peers.</p>

			activities to explain how things work and why they might happen.	familiarity with the text, some as exact repetition and some in their own words.		
Speaking	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Develop social phrases.</p> <p>Learn rhymes, poems and songs</p> <p>Use new vocabulary in different contexts.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Develop social phrases</p> <p>Learn rhymes, poems and songs</p> <p>Use new vocabulary in different contexts.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Learn rhymes, poems and songs</p> <p>Use new vocabulary in different contexts.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Learn rhymes, poems and songs</p> <p>Use new vocabulary in different contexts.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Learn rhymes, poems and songs</p> <p>Use new vocabulary in different contexts.</p>	<p>Participate in small group, class and one to one discussion, 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.</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>

Learning Area: Personal Social and Emotional Development

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Select and use activities and resources, with help when needed. This helps them to	Develop their sense of responsibility and membership of a community. (ongoing)	Show more confidence in new social situations. (ongoing)	Talk about feelings using words like "happy," "sad," "angry," or worried. (ongoing)	Remember rules without needing an adult to remind them. (ongoing)	Talk with others to solve conflicts. (ongoing)

	<p>achieve a goal they have chosen, or one which is suggested to them. (ongoing)</p> <p>Play with one or more other children, extending and elaborating play ideas. (ongoing)</p> <p>Increasingly follow rules understanding why they are important. (ongoing)</p> <p>Be increasingly independent in meeting their own care needs. Eg. Brushing teeth, using the toilet, washing and drying their hands. (ongoing)</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting. (ongoing)</p>	<p>Make healthy choices about food drink, activity and toothbrushing. (ongoing)</p>		<p>Develop appropriate ways of being assertive. (ongoing)</p>	<p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be “Spider-man” in the game and suggesting other ideas. (ongoing)</p> <p>Understand gradually how others might be feeling. (ongoing)</p>
Reception	<p>Sees themselves as a valuable individual.</p> <p>Builds constructive and respectful relationships.</p> <p>Expresses their feelings and considers the feelings of others.</p>	<p>Sees themselves as a valuable individual.</p> <p>Builds constructive and respectful relationships.</p> <p>Expresses their feelings and considers the feelings of others.</p>	<p>Sees themselves as a valuable individual.</p> <p>Shows resilience and perseverance in the face of challenge.</p> <p>Think about the perspective of others.</p> <p>Know and talk about the different factors that support their overall wellbeing –</p>	<p>Sees themselves as a valuable individual.</p> <p>Shows resilience and perseverance in the face of challenge.</p> <p>Think about the perspective of others.</p> <p>Know and talk about the different factors that support their overall wellbeing –</p>	<p>Show an understanding of their own feelings and those of others and begins to regulate their behaviour accordingly.</p> <p>Sets and work towards simple goals.</p> <p>Gives focused attention to what the teacher says.</p> <p>Have the confidence to try new activities.</p>	<p><u>Self- Regulation</u></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</p>

	<p>Identifies and moderates their own feelings socially and emotionally.</p> <p>Manages their own needs – personal hygiene</p> <p>Know and talks about different factors that support their overall wellbeing – regular physical activity, oral hygiene, healthy eating, good sleep etc.</p>	<p>Identifies and moderates their own feelings socially and emotionally.</p> <p>Manages their own needs – personal hygiene</p> <p>Know and talks about different factors that support their overall wellbeing – regular physical activity, oral hygiene, healthy eating, good sleep etc.</p>	<p>regular physical activity, safe pedestrian etc.</p> <p>Manages own needs.</p>	<p>regular physical activity, safe pedestrian etc.</p> <p>Manages own needs.</p>	<p>Knows right from wrong and behave appropriately.</p> <p>Manages own need.</p> <p>Works and plays cooperatively with others.</p>	<p>impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.</p> <p><u>Managing self</u></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, knows right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing and going to the toilet and understanding the importance of healthy food choices.</p> <p><u>Building relationships</u></p>
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						<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 otherer's needs.</p>
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Learning Area: Physical Development

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills (ongoing)</p> <p>Go up steps and stairs or climb up apparatus, using alternate feet. (ongoing)</p> <p>Match their developing physical skills to tasks and activities in the setting. E.g. they decide when to crawl / walk/ run across a plan depending on it's width and length. (ongoing)</p> <p>Choose the right resources to carry out their own plan. (ongoing)</p>	<p>Use one handed tools and equipment, for example, making snips in paper with scissors (ongoing)</p> <p>Be increasingly independent in meeting their own care needs e.g. brushing teeth/ using toilet/ washing and drying their hands thoroughly.</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks. (ongoing)</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues. (ongoing)</p> <p>Make healthy choices about food, drink and activity and toothbrushing. (ongoing)</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams. (ongoing)</p> <p>Uses a comfortable grip with good control when holding pens and pencils (ongoing)</p> <p>Show a preference for a dominant hand (ongoing).</p>	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. (ongoing)</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. (ongoing)</p>

	<p>Use a comfortable grip with good control when holding pens and pencils (ongoing)</p> <p>Start to eat independently and learning how to use a knife and fork (ongoing)</p> <p>Be increasingly independent as they get dressed and undressed for example, putting coats on and doing up zips. (ongoing)</p>					
Reception	<p>Revise and refine the fundamental movement skills they have already acquired – rolling, crawling, walking, jumping, running, hopping, skipping, and climbing.</p> <p>Progress towards a more fluent style of moving, developing control and grace.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or on the floor.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons.</p> <p>Develop skills they need to manage the school day – lining up and queuing.</p>	<p>Revise and refine the fundamental movement skills they have already acquired – rolling, crawling, walking, jumping, running, hopping, skipping, and climbing.</p> <p>Progress towards a more fluent style of moving, developing control and grace.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or on the floor.</p> <p>Develop their small motor skills so that they can</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p><u>Gross Motor Skills</u> 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><u>Fine Motor Skills</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p>	<p><u>Gross Motor Skills</u> 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><u>Fine Motor Skills</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p>

	<p><i>Pencil grip and cutting</i> <i>Correct letter formation</i> <i>Core strength</i> <i>Jumping, skipping</i></p>	<p>use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons.</p> <p>Develop skills they need to manage the school day – lining up and queuing.</p> <p><i>Pencil grip and cutting</i> <i>Correct letter formation</i> <i>Core strength</i> <i>Jumping, skipping</i></p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p><i>Ball skills – catching and throwing</i></p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p><i>Ball skills – kicking, passing and aiming</i></p>	<p>Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Begin to show accuracy and care when drawing.</p> <p><i>Drawing with accuracy</i></p>	<p>Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Begin to show accuracy and care when drawing.</p> <p><i>Drawing with accuracy</i></p>
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Learning Area: Literacy

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Nursery	<p>Develop their phonological awareness so that they can:</p> <ul style="list-style-type: none"> -Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound, such as money and mother. <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Develop their phonological awareness so that they can:</p> <ul style="list-style-type: none"> -Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound, such as money and mother. <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Write some or all of their name.</p>	<p>Develop their phonological awareness so that they can:</p> <ul style="list-style-type: none"> -Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound, such as money and mother. <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Write some or all of their name.</p>	<p>Develop their phonological awareness so that they can:</p> <ul style="list-style-type: none"> -Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound, such as money and mother. <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Develop their phonological awareness so that they can:</p> <ul style="list-style-type: none"> -Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound, such as money and mother. <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Develop their phonological awareness so that they can:</p> <ul style="list-style-type: none"> -Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound, such as money and mother. <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>
	<p>Understand the 5 key concepts about print - Print has meaning (ongoing)</p>	<p>Understand the 5 key concepts about print – print can have different purposes (ongoing)</p>	<p>Understand the 5 key concepts about print – we read English text from left to right and from top to bottom. (ongoing)</p>	<p>Understand the 5 key concepts about print – The names of the different parts of a book (ongoing)</p>	<p>Understand the 5 key concepts about print – page sequencing (ongoing)</p>	<p>Understand the 5 key concepts about print (consolidation)</p> <p>Use some of their print and letter knowledge in their early writing e.g.</p>

						<p>writing a pretend shopping list that starts at the top of the page; writing m for mummy. (ongoing)</p> <p>**LWLS does not teach Graphemes – this should be an early RECEPTION objective</p>
<p>Reception</p> <p>Word Reading/ Comprehension</p>	<p>Read individual letters by saying the sounds for them.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception words.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception words.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</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>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>
Phonics (LWLS)	<p>Phoneme: s,a,t,p,i,n, m,d,g, o,c,k, ck, e, u, r, h, b, f,l</p> <p>Tricky words: is, l, the</p>	<p>ff ll ss j put* pull* full* as</p> <p>v w x y and has his her</p> <p>z zz qu words with s /s/ added at the end (hats sits) ch</p> <p>go no to into</p> <p>sh th ng nk</p> <p>she push* he of</p> <p>words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags)</p>	<p>ai ee igh oa</p> <p>oo oo ar or was you they</p> <p>ur ow oi ear my by all</p> <p>air er words with double letters: dd mm tt bb rr gg pp ff are sure pure</p> <p>longer words</p>	<p>Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear</p> <p>Review Phase 3: er air words with double letters longer words</p> <p>Words with two or more digraphs</p> <p>Longer words words ending in –ing compound words</p> <p>Longer words words with s in the middle /z/ s words ending –s words with –es at end /z/</p> <p>Secure spelling</p>	<p>short vowels CVCC said so have like</p> <p>short vowels CVCC CCVC some come love do</p> <p>short vowels CCVCC CCCVC CCCVCC longer words were here little says</p> <p>longer words compound words there when what one</p> <p>root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/</p> <p>root words ending in: –er, –est longer words</p> <p>Review all taught so far Secure spelling</p>	<p>long vowel sounds CVCC CCVC</p> <p>long vowel sounds CCVC CCCVC CCV CCVCC</p> <p>Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words</p> <p>root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/</p> <p>root words ending in: –er, –est longer words</p> <p>Review all taught so far Secure spelling</p>

<p>Writing</p>	<p>Emergent writing Gives meaning to marks they make Write name copying it form a name card or try to write it from memory Orally segments sounds into simple words</p> <p>Shows dominant hand Writes from left to right and top to bottom Begins to form recognisable letters</p>	<p>Emergent writing Gives meaning to marks they make Write name copying it form a name card or try to write it from memory</p> <p>Knows there is a sound/symbol relationship.</p> <p>Orally segments sounds into simple words.</p> <p>Spells VC and CVC words independently</p> <p>Shows dominant hand Writes from left to right and top to bottom Begins to form recognisable letter</p> <p>Copies adult writing behaviour e.g., writing on a whiteboard, writing messages</p>	<p>Orally composes a sentence and holds it in memory before attempting to write it.</p> <p>Starts to use simple conjunctions.</p> <p>Spells VC and CVC, CVCC words and tricky words independently</p> <p>Hold a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders</p>	<p>Orally composes a sentence and holds it in memory before attempting to write it.</p> <p>Starts to use simple conjunctions.</p> <p>Spells VC and CVC, CVCC words and tricky words independently</p> <p>Hold a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<p>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;</p> <p>Write simple phrases and sentences that can be read by others.</p>
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Learning Area: Maths

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>Nursery</p>	<p>Select shapes appropriately, flat surfaces for a building/ a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones – an arch/ a bigger triangle etc.</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually (subitising) - ongoing</p> <p>Say one number for each item in order; 1,2,3,4,5 - ongoing</p> <p>Show finger numbers up to 5 - ongoing</p> <p>Link numerals and amounts: for example showing the right number of objects to match the numeral up to 5.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like “pointy,” “spotty,” “blobs” etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in repeating pattern.</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually (subitising)</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in a total (cardinal principle)</p> <p>Say one number for each item in order; 1,2,3,4,5</p> <p>Show finger numbers up to 5.</p>	<p>Recite numbers past 5</p> <p>Experiments with their own symbols and marks as well as numerals.</p> <p>Make comparisons relating to size, length, weight and capacity.</p>	<p>Solve real world maths problems with numbers up to 5.</p> <p>Compare quantities using language: “more than” and “fewer than.”</p> <p>Talk about and explore 2D and 3D shapes (for example circles/ rectangles and cuboids.) Using informal and mathematical language: Slides, corners, straight, flat and round.</p>	<p>Understand position through words alone – for example “the bag is under the table” with no pointing.</p> <p>Describe a familiar route</p> <p>Discuss routes and locations, using words like “in front of” and “behind.”</p> <p>Begin to describe a sequence of events, real or fictional, using words such as “first,” “Then..”</p>
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<p>Reception</p> <p><u>Number</u></p> <ul style="list-style-type: none"> - 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. <p><u>Numerical Patterns</u></p> <ul style="list-style-type: none"> - Verbally count beyond 20, recognising the 	<p>Build trusting relationships</p> <p>Ensure children have good levels of well-being and involvement to be ready to learn.</p> <p>Matching the same</p> <p>Comparing different Sorting</p> <p>Odd one out Comparing amounts/size/mass/capacity</p> <p>Using balance scales</p> <p>Make simple patterns</p>	<p>Representing 1,2,3</p> <p>Comparing 1,2,3</p> <p>Composition of 1,2,3</p> <p>Subitising</p> <p>Circles and triangles</p> <p>Spatial awareness</p> <p>Positional language</p> <p>Counting, representing, building number 1-5</p> <p>Mark making</p> <p>One more, one less</p> <p>Ordering numbers</p> <p>Shapes with 4 sides</p> <p>Combining shapes</p> <p>Ordering routines</p> <p>Positional language</p>	<p>Introducing 0</p> <p>Compare numbers to 5</p> <p>Composition on 4 and 5</p> <p>Compare mass</p> <p>Compare capacity</p> <p>Balancing numicon</p> <p>Number bonds to 10</p> <p>Numbers 1-10 mainly 6, 7, 8</p> <p>Making pairs</p> <p>Using 10 frames</p> <p>Composition of 6,7,8</p> <p>Combining 2 groups</p> <p>Length and height</p> <p>Time and measuring</p>	<p>Numbers 1-10 mainly 9 and 10</p> <p>Comparing numbers to 10</p> <p>Number bonds to 10</p> <p>3D shapes</p> <p>Pattern</p> <p>Subitising</p> <p>Counting</p> <p>Composition</p> <p>Sorting and matching</p> <p>Comparing and ordering</p>	<p>Subitising</p> <p>Counting</p> <p>Composition</p> <p>Sorting and matching</p> <p>Comparing and ordering</p> <p>Number bonds 10-20</p> <p>Counting patterns beyond 10</p> <p>Spatial reasoning</p> <p>Adding more</p> <p>Taking away</p>	<p>Doubling</p> <p>Sharing equally</p> <p>Count to 100</p> <p>Recognise the counting system</p> <p>Explorer and represent patterns in number like odds and evens</p> <p>Doubling</p> <p>Count to 100</p> <p>Adding more</p> <p>Taking away</p>
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<p>pattern of the counting system;</p> <ul style="list-style-type: none"> - 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. 						
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Learning Area: Understanding of the World

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>Nursery</p>	<p>Explore and talk about different forces they can feel.</p>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Show an interest in different occupations.</p> <p>Explore how things work.</p>	<p>Uses all their senses in hands on-exploration of natural materials.</p> <p>Talk about the differences between materials including man made and natural materials and changes they notice.</p> <p>Explore collections of materials with similar and or different properties.</p>	<p>Talk about what they see using a wide range of vocabulary.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p>
<p>Reception</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>Talk about the lives of the people around them and their roles in society;</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>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Draw information from a simple map.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</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</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</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>seasons and changing states of matter</p> <p>Draw information from a simple map.</p>	<p>Understand the effect of changing seasons on the natural world around them</p>
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Learning Area: Expressive Arts and Design

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Take part in simple pretend play, using an object to represent something else though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses etc.</p> <p>Explore colour and colour mixing (links with maths).</p> <p>Remember and sing entire songs (ongoing)</p> <p>Create their own songs or improvise a song around one they know.</p>	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Sing the melodic shape (moving melody such as up and down and down and up) of familiar songs.</p>	<p>Make imaginative and complex "small worlds" with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Play an instrument with increasing control to express their feelings and ideas.</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Sing the pitch and the tone sung by another person.</p>	<p>Draw with increasing complexity and detail such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings like happiness/sadness/fear etc.</p>

<p>Reception</p>	<p>Develop storylines in their pretend play.</p> <p>Join different materials and explore different textures.</p> <p>Explore colour and colour-mixing</p> <p>Listen with increased attention to sounds.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>	<p>Develop storylines in their pretend play.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p>Develop storylines in their pretend play.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p>	<p>Develop storylines in their pretend play.</p> <p>Join different materials and explore different textures.</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</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 used.</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</p> <p>Perform songs, rhymes, poems and stories with others and move in time with music</p>
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