**St Marys Fields: EYFS**

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|  | **Autumn 1** | **Autumn 2** | | **Spring 1** | **Spring 2** | **Summer 1** | | **Summer 2** |
| **Main Theme (but not limited to..)** | It’s Good to be Me! | Celebrations | | The World Around Us | Adventure Above and Under the Clouds | Growing | | The Great Outdoors |
| **Possible Ideas**  **/ lines of enquiry**  **Reception**  **These mini ideas within the themes may change or be replaced depending on child interest or fascination.** | -Starting School  -All about me  -my family  -my local community  -houses and homes  -my heroes/superheroes  (Important people at school, important people in our community)  -Seasons | -Autumn  -Birthdays  -special events / weekly news  -Halloween  -Bonfire Night  -Diwali  -Christmas / Toys of the past.  -Seasons | | -Winter  -Weather  -Changing world around us (animals and plants)  -(Comparing our weather to other countries  -Chinese New Year. | -Spring  -Above the Clouds and beyond  -Space  -Our local world (maps)  -recycling.  -Easter | -Plants  -exploring food (healthy food choices)  -gardening  -Dinosaurs | | -Summer  -Mini beasts (insects)  -Ourselves (growing and moving on) |
| **Planned Experiences Nursery** | Harvest Festival |  | | Comparing egg sizes with Emperor penguins. |  |  | | Butterfly life cycles |
| **Planned Experiences**  **Reception** | Local area walk – studying different houses and local features. | Autumn walk around Abbey Park.  Visit from key workers (police, nurses, doctors etc)  Visiting the allotment.  Cooking marshmallows on the fire, christmas nativity.  Food tasting from different cultures.  Helping others - collecting food for the Manor House food bank. | | Winter Hunt  Making ice experiment | Launching rockets,  Bottle cap experiment, local litter walk.  Easter egg hunt.  Spring walk - signs of spring. | Sunflower growing competition, growing / harvesting vegetables, allotment visits.  Gardening the edible garden. | | Life cycle of a frog  (observation of growth).  Beach day. |
| **Key stories Books**  **Nursery** | **Picture Books**  So Much!  Spot goes to School  Things I Like  What I like about me!  Pumpkin Soup  Wake up Charlie Dragon!  Hodge the Hedgehog  Happy Hedgehog Band.  The Christmas Book  **Poetry / Rhymes**  This is the way we go to school!  5 little Leaves.  A Hedgehog is very prickly,  Diwali is Here!  Jingle Bells!  **Non Fiction**  What I like about Me!  Let’s Celebrate Diwali  The Tree  Autumn | | | **Picture Books**  Wind  Little Cloud  Noah’s Ark  Polar Bear Polar Bear What do you hear?  Penguin Small  Cleversticks  Whatever Next  On the Moon  The Man on the Moon  Aliens Love Underpants  We’re Going on an Egg Hunt  **Poetry / Rhymes**  5 little Polar Bears  5 Little Snowmen  5 little Boys/Girls in a Flying Saucer  .**Non Fiction**  D.K: Weather.  The Easter Story | | **Picture Books**  Sam Plants a Sunflower  Ten Seeds  Jack and the Beanstalk  The Enormous Turnip  Oliver’s Vegetables  I Used to be the baby  The Very Hungry Caterpillar  The Very Busy Spider  Billy’s Beetle  Superworm  The Bad-Tempered Ladybird  **Poetry / Rhymes**  I’m a tiny Seed growing, growing.  5 little peas in a pea pod pressed.  The Farmer Plants the Seeds  Little Arabella Miller  Fuzzy Wuzzy Caterpillar  If I were a Butterfly  .**Non Fiction**  The Tree  Seed to Sunflower | | |
| **Key stories Books**  **Reception**  \*\*See Whole school long term reading plan for non fiction books / poems and rhyme etc | **Autumn 1**  Pete the Cat: Rocking in my school shoes (Fiction / song)  In every home and every street (Fiction)  The Colour of Us (Fiction)  My Family (Non Fiction)  The Whale Song (Fiction)  Houses and Homes around the world (Non Fiction)  The Three Little Pigs (Traditional tale)  **Autumn 2**  Supertato (Fiction)  Our Heroes (Non Fiction)  Mr & Mrs Birthday (Fiction)  We’re Going on a Pumpkin Hunt (Fiction)  Wide Awake Hedgehog (Fiction)  Sparks in the Sky (Fiction)  The Diwali Story  The Jolly Christmas Postman (Fiction)  The Christmas Story | | | **Spring 1**  The Tale of Jack Frost (Fiction)  Siren’s Seasons (Fiction)  The Weather (Non Fiction)  Mrs Mopple’s Washing Line (Fiction)  **Spring 2**  The Sea of Tranquility (Fiction / Non Fiction)  Goodbye Mr Spaceman (Fiction)  Look Up (Fiction)  Alien Tea on Planet Zoom Zee (Fiction)  Somebody Swallowed Stanley (Fiction)  Planet of Plastic (Non Fiction)  We’re going on an Easter Hunt (Fiction)  The Easter Story | | **Summer 1**  The Tiny Seed (Fiction)  Jack and the Meanstalk (Fiction)  Handa’s Surprise (Fiction)  The Life cycle of a sunflower (Non Fiction)  How to grow a dinosaur (Fiction)  **Summer 2**  Minibeasts (Non Fiction)  Bumblebear (Fiction)  How does a frog grow (Non Fiction)  Pizza for Pirates (Fiction)  The Naughty Bus (Fiction) | | |
| **Oracy:**  **Communication and Language: Nursery** | **Listening, Attention and Understanding**  I can listen to different songs and rhymes and join in with some I know e.g. nursery rhymes  I can follow simple instructions with up to two key words  *‘put on your hat’*  I can answer questions using who, what, when, where  I can respond and give my attention when someone speaks to me (using my name helps)  **Speaking**  I can use talk in my play to help organise e.g. *“You sit there…. I will be the mummy”*  I am beginning to develop my sentences using a stem sentence to help me.  *e.g. I can see…* | | | **Listening, Attention and Understanding**  I can start to listen to longer stories and join in with familiar or repeating parts e.g. The Gruffalo, Bear Hunt etc.  I can follow and respond to instructions with three key words accurately *‘Can you wash Dolly’s face’*  I can answer a range of questions. I am starting to understand ‘why?’ in terms of investigations etc.  I can respond appropriately when I am spoken to e.g. asked a direct question  I know to try and listen when someone else is speaking.  **Speaking**  I can use some new vocabulary e.g. scientific and story vocabulary *e.g. parts of a flower, vocab from stories*  I can develop my sentences  *e.g. I have more milk*  I can express my opinion using short sentences  *e.g. I like / I don’t like* | | **Listening, Attention and Understanding**  I can listen carefully to songs, stories and rhymes and respond by joining in  I can understand and respond to instructions with 2 parts:  *‘get your coat and sit on the carpet’*  I can understand and respond to ‘why’ questions  *‘Why do you think the caterpillar got fat’*  I can start a conversation and take it in turns to speak  **Speaking**  I can use talk to share what I think  I can join in with conversations during my play (linked to listening)  I can use a sentence of 4-6 words  *e.g. Can I have more milk please?*  I can express my point of view during play  *e.g. ‘the window goes at the front, not at the back’* | | |
| **Oracy: Communication and Language: Reception** | **Listening, Attention and Understanding**  I can understand and demonstrate good listening behaviours  I can follow simple instructions (with two or more parts) reliably  I engage in story times  e.g. joins in actions and repeated refrains  I can learn and join in with familiar songs and rhymes  I can wait and take turns in conversation.  **Speaking**  I am starting to share my ideas with familiar adults *e.g. in their play (construction, junk modelling – what are you going to build)*  I can talk to others (adults and children)  I use talk to organise my thoughts *e.g their talk makes sense*  I can beginning to talk about stories, rhymes and non-fiction  I can use a sentence to share my own ideas | | | **Listening, Attention and Understanding**  I can say what I think.  I ask questions about what I have heard  e.g. through non fiction texts / photo sharing  I can respond to what others say.  **Speaking**  I can share my ideas in small groups  I can share my ideas with familiar adults either 1-1 or in a small group  I can explain events that have already happened with some detail  I can engage in stories, rhymes and non-fiction sharing my ideas about them  I am starting to use past, present and future tenses in a sentence | | **Listening, Attention and Understanding**  I can listen carefully  I can respond with questions, comments and actions in whole class discussions and I their play  I can make comments about what I have heard  I can ask questions to help me understand  I can engage in conversation with my friends and teachers.  **Speaking**  I can take part in whole class and group discussions  I can explain why things happen/ might happen  I can use vocabulary from stories, non-fiction, rhyme and poems  I can express ideas and feelings  I can use full sentences using past, present and future tenses  I can use conjunctions (with support and modelling) to connect my ideas | | |
| **Links to KS1 readiness** | **Listening Skills**  To listen to others in a range of situations and usually respond appropriately.  **Following Instruction**  To understand instructions with more than one point in many situations.  **Asking and Answering Questions**  To begin to ask questions that are linked to the topic being discussed.  To answer questions on a wider range of topics (sometimes may only be one-word answers).  **Drama, performance and confidence**  To speak clearly in a way that is easy to understand.  To speak in front of larger audiences, e.g. in a class assembly, during a show ‘n’ tell session.  To know when it is their turn to speak in a small group presentation or play performance.  To take part in a simple role play of a known story.  **Vocabulary building and standard English**  To use appropriate vocabulary to describe their immediate world and feelings.  To think of alternatives for simple vocabulary choices.  **Speaking for a range of purposes**  To organise their thoughts into sentences before expressing them.  To be able to describe their immediate world and environment.  To retell simple stories and recounts aloud.  **Participation in a range of discussion**  To recognise when it is their turn to speak in a discussion.  To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas. | | | | | | | |
| **PSED:**  **Nursery** | **Self Regulation**  I can express a range of emotions and start to talk about them.  **Managing Self**  I can explore the setting confidently knowing that a familiar person is close by.  **Building Relationships**  I enjoy the company of other children and play alongside them. | **Self Regulation**  I can share or take turns with the support of an adult.  **Managing Self**  I am becoming outgoing with unfamiliar people in the safe context of the setting.  **Building Relationships**  I can play with other children and sharing ideas as we play | | **Self Regulation**  I can identify feelings using words like happy, sad, angry.  I can follow rules and don’t always need adult support.  **Managing Self**  I am confident to take part in new activities, sometimes adult led activities.  **Building Relationships**  I can understand how to share the toys whilst playing or understand how to resolve an issue e.g. if a friend has a toy you want / not everyone can be Spiderman! | | **Self Regulation**  I can talk about my own feelings (happy, sad and angry).  I can follow basic instructions and the “rules” of the setting.  **Managing Self**  I am starting to handle new experiences with more confidence.  **Building Relationships**  I can play with others cooperatively. | | |
| **PSED:**  **Reception** | **Self Regulation**  I can talk about feelings (happy, sad, angry)  I am starting to follow basic instructions  e.g. Get your coat.  **Managing Self**  I am starting to become more confident when things are new (dealing with the transition).  I am showing an awareness of rules and how to behave in the classroom.  I can toilet myself.  **Building Relationships**  I can play with one or more children cooperatively  I can talk about feelings (happy, sad, angry)**.** | **Self Regulation**  I can identify a range of different feelings.  I can keep on trying when I find something difficult - resilience.  I am starting to sit and listen during adult focus time  **Managing Self**  I can follow basic instructions (not routines) consistently e.g. can you get me a pencil?  I am starting to try new activities.  I can follow some of the school and class rules.  I am starting to know ways to stay healthy.  I can take off my coat/jumper and put it back on again.  **Building Relationships**  I can play with a small group of children, sharing ideas.  I am starting to form good relationships with the familiar adults in my class.  I can express and **i**dentify my feelings e.g. I am happy when …  I can express my basic needs to familiar adults e.g. ask to go to the toilet, etc. | | **Self Regulation**  I can say how others are feeling based on their expressions and actions  I can say what I am good at and what I would like to improve.  I can begin to show that I can wait for my requests and needs to be met.  I can sit and listen and begin to respond during adult focus time  I can follow instructions with two or more parts.  **Managing Self**  I can keep on trying even when I am finding something difficult and make changes where appropriate.  I can **talk** about the school and class rules.  I can talk about what is right and wrong.  I can say how I keep myself healthy e.g. diet, oral health, hand washing, exercise, etc.  **Building Relationships**  I can work well with others sharing ideas and taking turns  I can begin to think about the perspective of others  *e.g. conflict in stories*  I can show friendly behaviour in the classroom and around school  I am developing friendships with lots of different people.  I can identify how others feel and respond to them appropriately  *e.g through stories and pictures.* | | **Self Regulation**  I can show my understanding of my own feelings and those of others by changing my behaviour.  I can set myself goals  I can wait for my requests and needs to be met.  I can listen to and respond to adults  I can follow instructions accurately (several ideas/ actions)  **Managing Self**  I can try new activities  I can show resilience, independence and perseverance when things are difficult  I can explain and follow rules (in the classroom and around school)  I can show I know right from wrong by my behaviour  I can manage my own basic hygiene and personal needs e.g. toileting and dressing  I can explain healthy food  **Building Relationships**  I can work with others in a group  I can play with others, take turns and share  I can form good relationships with the adults in the classroom and around school  I have lots of friends and positive friendships  I know what my own needs are and can share them *e.g. can you help me or ask a friend to … do my zip, build a tower*  I am sensitive to the needs of others. | | |
| **PSED / UTW**  **Everyone’s Welcome**  **Scheme: Jigsaw** | **Everyone’s Welcome**  Red Rockets: Respectful friendships.  What would life be like if we all liked the same things?  Rainbow Jelly  Respectful friendships.  Is it ok to be different? | **Everyone’s Welcome**  You Choose  **Jigsaw**  **Being Me in My world**  Respectful friendships / being safe  How can we make other people feel welcome? | | **Everyone’s Welcome**  Blue Chameleon  **Jigsaw**  **Dreams and Goals**  Mental Well being  What does it mean to feel proud? | **Jigsaw**  **Healthy Me**  Physical health and fitness / healthy eating.  How do we stay healthy and safe? | **Jigsaw**  **Relationships**  **Caring friendships / families.**  How do we stop ourselves from being lonely? | | **Everyone’s Welcome**  The Family Book  Mommy Mama and Me  **Jigsaw**  **Changing me**  Changing bodies / caring friendships.  How do we feel when changes happen? |
| **Links to KS1 readiness** | **Relationships**   * Knows right from wrong and can explain why it is important to have boundaries and routines * Working and play co-operatively and taking turns with others * Recognise and show sensitivity to their own and others needs * Recognise similarities and differences between themselves and others   **Health and Wellbeing**   * Managing their own personal hygiene and basic needs * Shows an understanding of their own feelings; and those of others * Being to regulate their behaviour * Shows an understanding of how to stay safe in a range of common situations.   **Living in the winder world**   * Shows care and concern for living things. * Name and describe people who might help us in the local community (police, fire service, doctors and teachers). | | | | | | | |
| **RE**  **Links to KS1**  **Readiness** | **Believing**   * To know that different people have different faiths * To know that some stories come from different holy books, and to express ideas in response to those stories   **Living**   * To know that different people have different times of celebration * To understand that different people have different ways of celebrating major events * To know that people of all faiths can and do live well alongside each other * To enjoy joining in with family customs and routines * To be able to express some of their own families’ customs and traditions   **Expressing**   * To know that different people have a range of different ways of showing their beliefs, including prayers and worship * To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions | | | | | | | |
| **Physical Development PE: Nursery**  **Gross motor skills** | **Funky Feet**  I can climb confidently  I can jump with both feet off the ground. | **Funky Feet**  I can run, jump and hop  I can climb stairs using alternate feet | | **Funky Feet**  I can decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc.  I can stand on one leg and hold a pose  I can use my whole arm to go up and down and left and right. | | **Funky Feet**  I can balance and ride (balance bikes, scooters, climbing)  I can skip, hop and stand on one leg confidently  I can move in different ways e.g. gallop or slither  I can use large scale movements to wave flags and to paint marks | | |
| **Physical Development:**  **Nursery**  **Health and fine motor skills** | I can use the toilet with help  I can put on my coat with support.  I am starting to use my fine motor skills to carry out tasks e.g. pouring drinks and exploring tools (playdough tools etc.) | I can use the toilet independently  I can put on my coat independently.  I can begin to use a range of tools and equipment e.g. paintbrushes, hairbrushes etc  I can show a preference for a dominant hand. | | I can manage my toileting needs e.g. using the toilet, washing and drying hands  I can put on my coat and zip it up with support.  I can begin to think about the food I eat and how to be healthy in my choices  I can begin to use scissors to make snips in paper  I can thread beads onto a string and use tweezers to pick up objects  I can begin to use a pencil with a comfortable grip. | | I can use the toilet independently, usually dry throughout the day and can wash and dry my hands thoroughly  I can put my coat on and zip it up independently  I can make healthy choices about food and drink.  I can use one handed tools confidently (making snips in paper with scissors)  I can use a comfortable grip with good control when using pencils | | |
| **Physical Development: PE:**  **Reception** | **PE Theme:**  **Big Moves**  **Spatial Awareness games**  **Developing gross motor skills -**  I can climb stairs using alternate feet  I can develop movement (using age appropriate bikes, scooters etc.)  I can skip, hop and stand on one leg confidently.  Further develop the skills they need to  manage the school day successfully:  lining up and queuing, mealtimes,  personal hygiene  **Develop fine motor skills-**  Show a preference for a dominant hand with a comfortable pencil grip, using scissors  I can draw a picture | **PE Theme:**  **Gym: rolls /jumps**  **Dance (Funky Feet**)  **Developing gross motor skills - .**  I can use lots of different ways of moving appropriately  *e.g roll, crawl, run*  I can climb over, under and through obstacles  I can begin to skip.  Revise and refine the fundamental  movement skills they have already  acquired: rolling, crawling, walking,  jumping, running, hopping, skipping,  Climbing.  **Develop fine motor skills-**  I can show good pencil control when mark making and drawing  I can use cutlery and other one handed equipment e.g. paintbrushes | | **PE Theme:**  **Ball games (including bats)**  **Developing gross motor skills -**  I can throw, kick, pass and catch a large ball  I can use small equipment showing co-ordination. *E.g. quoits, beanbags, tools.*  Further develop and refine a range of  ball skills including throwing, catching,  kicking, passing, batting, and aiming.  Develop confidence, competence,  precision, and accuracy when engaging  in activities that involve a ball. | **PE Theme:**  **Gym: using equipment / climbing**  **Developing gross motor skills -**  I can move across large equipment showing strength and balance.  Know and talk about the different factors  that support their overall health and  wellbeing: regular physical activity,  healthy eating, toothbrushing, sensible  amounts of ‘screen time’, having a good  sleep routine, being a safe pedestrian.  **Develop fine motor skills:**  I can sit at a table to write  I can begin to hold a pencil in a tripod grip  I can use scissors with control | **PE: Athletics**  **Developing gross motor skills -**  I can travel around space and obstacles safely.  Combine different movements with  ease and fluency.  **Developing fine motor skills:**  Develop the foundations of a  handwriting style which is fast,  accurate and efficient. | | **PE: Games / team games / athletics**  **Developing gross motor skills -**  I can show strength, balance and co-ordination in movement  I can move in different ways- run, jump, skip, climb.  Confidently and safely use a range of large and small apparatus indoors and outside and in a group.  **Developing fine motor skills:**  I can hold a pencil effectively in preparation for writing  I can use a range of tools e.g. scissors, paintbrushes, cutlery  I can draw with some degree of accuracy |
| **Gross / Fine motor development for handwriting:**  **Nursery**  **Squiggle Wiggle** | **Up and down movement** | **upwards / downwards lines** | | **side to side lines** | **arches/circles** | **Wavey lines** | | **zig zag lines** |
| **Gross / Fine motor development for handwriting:**  **Reception**  **Squiggle Wiggle** | **Arches, circles and spirals** | **Spirals and figure of 8 (vertical and horizontal).** | | **Squares, diagonal lines, triangles.** |  |  | |  |
| **Links to KS1 Readiness** | **Fundamentals**   * To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education. * To use their core muscle strength to achieve a good posture.   To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group  **Ball Skills**   * To combine different movements with ease and fluency. * To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.   To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  **Games**   * To negotiate space and obstacles safely, with consideration for themselves and others.   To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  **Gymnastics**   * To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing.   To combine different movements with ease and fluency.  **Dance**   * To use a more fluent style of moving, developing control and grace.   To combine different movements with ease and fluency. | | | | | | | |
| **Music: Nursery**  **(Expressive arts)** | **Pulse**  To listen, enjoy and take part in action songs/rhymes.  Play percussion instruments in response to different sorts of music. | **Voice**  Sing simple songs such as nursery rhymes from memory.  Sing simple ‘follow my leader’ songs. | | **Rhythm**  Can listen carefully and have a go at clapping in time to a simple melody/tune.  Can do the same with percussion instruments such as claves; shakers or drums. | **Pitch**  To listen, then have a go at singing the pitch of a tone sung by another person (pitch match)  Sing broadly in tune – going up and down, down and up- of familiar songs | **Music Technology**  Explore music they hear on ICT equipment and other medium such as CD and radio.  Pick out sounds that are the same/different. | | **21st Century Music**  To be able to listen for a short period of time to a variety of different music styles and genres.  Be able to say which music style they like/dislike. |
| **Music: Reception** | **Pulse**  I can imitate movements in response to music  I can keep a steady pulse with some accuracy (eg clapping, marching, tapping  I can explore, respond and identify long and short sounds. | **Voice**  I can sing songs, which contain a small range of notes (2 or 3 notes for example).  I can perform actions to accompany songs. (Move like a snake, spider etc.) | | **Rhythm**  I can explore rhythm through play and create rhythms and suggest symbols to represent I can keep a steady pulse when playing  I can recognise a different tempo. I can listen and take turns. | **Pitch**  I can sing broadly in tune with a limited pitch range. I can create music, and suggest symbols to represent sounds.  I can record and comment on my voice and others. | **Technology**  To explore and change sounds and music through play and technology.  To comment and respond to recordings of own voice, other classroom sounds.  To create music and suggest symbols to represent the sounds. | | **21st Century music**  To comment and respond to recorded music from different traditions genres, styles and times.  For eg: ‘This music is makes me feel happy/sad  Composers/ Genres:-  Country music, Big Band, Michael Jackson |
| **Links to KS1 Readiness** | **Vocalising and Singing**   * To join in with singing familiar songs and rhymes. * To make up songs and rhymes of their own. * To match the pitch of their voice to the pitch of the song they are singing.   **Hearing and Listening**   * To listen to live and recorded music, hearing lyrics, rhymes and instruments. * To listen to live and recorded music, hearing changes in tempo, rhythm and dynamics. * To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine.   **Moving and Dancing**   * To respond to music, including individual instruments with movement and dance * To match movements to the rhythm and pulse of a piece of music   **Exploring and Playing**   * To explore the range of sounds made by different instruments. * To use a range of percussive instruments to enhance songs and rhymes. * To know the names of instruments that they have explored and used. | | | | | | | |
| **Maths: Nursery**  **Throughout Autumn - clear focus on oral counting in order, recognition of number to 3 (minimum), counting objects to 5 (tap counting 1:1), begin early subitising.** | **Number**  I can recite numbers to 3 in sequence correctly  I am starting to subitise up to two.  I can make comparisons between objects *e.g. taller tower*  I can make comparisons by identifying which set has more and less (and use the language)  **Numerical Pattern**  I can spot patterns and talk about them e.g. stripes on a scarf.  I can start to use vocabulary to describe the time of day that things happen e.g. day, afternoon, evening, etc.  I can use shapes for creating, thinking about their properties eg. circle for the sound as it has 1 curved side.  I can match 2d shapes.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Numbers to 3**  **How old am I?**  Think about age / counting to 3 and 4  (objects, rhymes, ‘give me 1’ ‘2’ etc from a larger group  Recognition of numbers to 3 or 4.  **Comparison - sorting by categories** (sorting with the same objects such as blocks / logs / pine cones)  Model counting how many.  **Comparison - same and different** / odd one out.  Model counting how many  **Comparison - sorting by colour**  Rainbow song and Barty’s Scarf  Model counting how many  **Comparison - sorting by size**  Model counting how many.  **Comparison - more and less**  Compare groups with clear differences. Who has more?  Model counting how many.  **Comparison - More and less**  **Who has less?**  Model counting how many.  **Number - recite numbers in correct order to 5.** Complete actions to number / rhymes / stories  **These strands are covered in provision / in the moment: Capacity - full and empty**  Compare objects by capacity  Recognise if items are full / empty.  **Directional language and 3D shape are a focus in Foundation Stage 2.** | | **Number**  I can say one number name for each item to 3 (1, 2, 3)  I can show ‘finger’ numbers to 5  I can make comparisons between quantities saying which has more / most  I can make comparisons by identifying which set has fewer(and use the language)  **Numerical Pattern**  I can extend a pattern that has been made  I can begin to create my own simple patterns (ABAB).  I can start to talk about upcoming events e.g. Birthdays and then talk about what happened after the event.  I can begin to talk about 2d shapes *e.g. it is flat, it has 4 sides.*  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Number - Number 3**  numerals to 3 / Story of number 3 / Numberblocks /Numicon  Focus on touch counting and say how many they have counted.  Representing number 3 in different ways.  **Number - counting out**  Reciting numbers in order when asked to count out items and know when to stop.  Counting out from a larger group  Subisiting amounts  **Number - Number 4**  numerals to 4 / Story of number 4/ Numberblocks /Numicon  Saying numbers in correct order  Count objects accurately by touch counting/ say how many they have counted  **Number - Counting out**  Recite numbers in order and know when to stop.  Count out the correct number of objects from a larger group.  Subitising amounts  **Number - Number 5**  Numerals to 5/ Story of number 5 / Numberblocks /Numicon  Saying numbers in correct order  Counting objects correctly to 5, focus on touch counting and say how many they have counted.  Numicon 1 -5.  **Time**  Sequencing events from their day in correct order.  Using real and fictional events or instruction  “First” “then..”  **Shape - 2D Shapes**  Exploring 2D shapes through playing with shapes and creating pictures.  Categorising shapes by type and finding shapes that are the same.  **Shape - 2D Shapes**  Finding a named 2D shape and beginning to name 2D shapes.  Beginning to recognise the properties of 2D shape using language of “sides, corners, straight, flat, round”.  **Pattern - exploring and creating patterns**  Learning to identify and talk about an ABAB pattern - natural and found objects  Continuing an ABAB pattern.  Recognising and correcting an error in an ABAB pattern.  Beginning to talk about and explore patterns around them eg stripes on clothes, designs on rugs “pointy, spotty, blobs” etc | | | | **Number**  I can count, order, recognise and use numbers to 5 in my play  I can count to 5 and start to count beyond.  I can subitise up to 3 objects (recognise up to 3 objects quickly without counting).  I can compare quantities using the vocabulary of same, less, more (with small amounts)  I can make comparisons by identifying which set has more, less, fewer (and use the language).  **Numerical Pattern**  I can talk about patterns and spot errors  I can begin to continue and copy patterns  I can sequence a pattern of events using time language e.g. first, next, then.  I can talk about 2D shapes (using informal vocab e.g. sides, straight, round, flat)  I can understand the position of something through words alone (not pointing).  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Pattern**  Continuing ABAB pattern  Using 2D shapes to create patterns / natural and found objects  Spotting errors in ABAB pattern.  **Number - 1 - 3**  Give me 1 object, give me 2 etc  Recognise the associated numeral, numberblock, numicon.  Sequence numbers in order and match to numicon.  Counting aloud / counting from a larger group /songs and rhymes  Subisiting  Exploring marking marks and numerals  **Number - 4 and 5**  Count objects from a larger group.   Recognise the associated numeral, numberblock, numicon.  Sequence numbers in order and match to numicon.  Counting aloud / counting from a larger group /songs and rhymes  Subisiting  Exploring marking marks and numeral.  **Spatial language - positional language**  Understanding and using words to describe position “under, on top, behind, beside”  **Size - long and short**  Compare and order 2 or more objects in relation to length.  Say whether objects are long or short.  Order a number of objects according to length.  **Size - tall and short**  Compare and order 2 or more objects in relation to height.  Say wheather objects are tall or short/small.  Order a number of objects according to height.  **Weight - heavy and light**  Compare objects by weight  Recognise if items are heavy / light.  **Number - Counting within 5**  Recite numbers in the correct order to count how many are in a set.  Accurately count a number of items.  Say  how many are in a set  Compare who has more / less  Recognise numbers and match numeral to number of objects counted.  Beginning to solve real world mathematical problems with numbers up to 5. | |
| **Reception: Maths**  **Power Maths** | **Number**  I can count using 1-1 correspondence and say how many  I can match numeral and quantity to 5  I can quickly say how many there are (up to 6)  I can count out a small number of objects from a larger group.  I can **start** to show how numbers can be made up  e.g. 1 and 3 is 4 and know there is more than one way of doing this  **Numerical Pattern**  I can count to 10 by rote.  I can compare manipulatives e.g. saying when one group has more/fewer than the other group ( use the vocabulary independently)  I can find one more/ one less using resources.  **Unit 1: Numbers to 5**  **Unit 2: Comparing groups within 5**  **Unit 3: Shape (3D and 2D shapes)**  **Unit 4: Change within 5**  **Unit 5: Number bonds within 5** | | | **Number**  I can match numeral and quantity (within 10)  I can quickly say how many there are (up to 5) in different ways  (continue to teach part, part, whole etc)  I can recall number bonds to 5  I can start to give some linked subtraction facts  I can start to recall some double facts e.g. 1 and 1 is 2.  **Numerical Pattern**  I can count to 20, knowing the teen numbers.  I can compare two quantities saying when one is the same.  I can say a number that is one more without resources up to 10.  I can spot errors in the pattern.  I can continue patterns  I can begin to create my own patterns.  I can start to identify odd and even numbers linked to sharing  I can use positional and directional language in practical contexts.  **Unit 6: Space**  **Unit 7: Numbers to 10**  **Unit 8: Comparing numbers within 10**  **Unit 9: Addition to 10**  **Unit 10: Measure (Length, height and weight)**  **Unit 11: Number bonds to 10**  **Unit 12: Subtraction**  **Unit 13: Exploring patterns** | | **Number**  I can show how numbers to 10 are made up using different models e.g. part whole, tens frame.  I can recognise the numerals to 10 and match to quantity consistently.  I can recognise quantities up to 5 without counting (subitising).  I can recall number bonds up to 5 including some subtraction facts *e.g. 5-2=3*  I can recall some double facts within 10  I can recall some number bonds to 10  **Numerical Pattern**  I can count beyond 20  I can compare quantities using greater/ more than, fewer/ less than, the same/ equal  I can say a number 1 less without resources up to 10.  I can show patterns in numbers to 10  I can say double facts  I can share equally  I can talk about odd and even numbers  *(not saying which are odd / even, but knowing that 5 can’t be shared equally because its an odd amount).*  **Unit 14: Counting on and counting back**  **Unit 15: Numbers to 20**  **Unit 16: Numerical patterns**  **Unit 17: Shape (Composing and decomposing shapes)**  **Unit 18: Measure (Volume and capacity)**  **Unit 19: Sorting**  **Unit 20: Time** | | |
| **Links to KS1 Readiness** | **Number**   * To count confidently * To show a deep understanding of numbers up to 10 * To match numerals with a group of objects to show how many there are (up to 10) * To be able to identify relationships and patterns between numbers up to 10 * To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways * To add and subtract one in practical activities   **Measurement**   * To measure themselves and everyday objects using a mixture of non-standard and standard measurements * To develop spatial reasoning using measures * To begin to order and sequence events using everyday language related to time * To begin to measure time with timers (e.g. digital stopwatches and sand timers) and calendars * To explore the use of different measuring tools in everyday experiences and play   **Geometry**   * To use informal language (e.g. heart-shaped, hand-shaped) and some mathematical language to describe shapes around them * To use spatial language, including following and giving directions, using relative terms * To develop spatial reasoning with shape and space * To compose and decompose shapes, and understanding which shapes can combine together to make another shape. | | | | | | | |
| **Reading/Phonics:**  **Nursery**  **F1 children will also begin to learn sight words, take part in shared reading and daily phonics sessions (Phase 1).**  **The children will take home library books and games to help with their phase 1 development and begin to develop a love of reading. The children will begin to learn the concept of print.** | **Comprehension**  I can listen to short stories, songs and rhymes**.**  I can repeat words and phrases in a familiar book  I can join in with some words in familiar songs.  I can hold the book the right way up and right way round  **Word Reading**  I can notice print e.g. familiar logos, bus numbers, first letter in my name.  **Assessment of Phase 1 aspects** 1-6:  Aspect 1 – General sound discrimination – environmental  Aspect 2 – General sound discrimination – instrumental sounds  Aspect 3 – General sound discrimination – body percussion  Aspect 4 – Rhythm and rhyme  Aspect 5 – Alliteration  Aspect 6 – Voice sounds | **Comprehension**  I can start to develop play around my favourite stories and props.  I can start to join in with familiar stories, rhymes and songs.  I can turn the pages one at a time in the right direction  I can point to the front  I understand that print has meaning (pretend to read)  **Word Reading**  I can discriminate between environmental and instrumental sounds.  I can read my name  **Phase 1 Phonics:**  Aspects 1, 2, 3  Aspect 1 – General sound discrimination – environmental  Aspect 2 – General sound discrimination – instrumental sounds  Aspect 3 – General sound discrimination – body percussion | | **Comprehension**  I am starting to use different vocabulary from books in my play.  I can join in with familiar rhymes and songs (and some patterned stories)  I know that my reading finger goes under the words  I know that to read I start left to right and top to bottom  I know what a ‘word’ is  I can point to the back cover  I know the difference between picture and text  **Word Reading**  I can hear initial sounds and recognise words with the same initial sound such as money and mother  I can count or clap syllables in a word.  I am beginning to spot and suggest rhymes  I can copy a variety of voice sounds  I can read some of my friends’ names  I can read HFWs: the I a and  **Phase 1 Phonics:**  Aspects 3, 4, 5, 6  Aspect 3 – General sound discrimination – body percussion  Aspect 4 – Rhythm and rhyme  Aspect 5 – Alliteration  Aspect 6 – Voice sounds | | **Comprehension**  I can talk about stories I have heard  I can retell some familiar stories  I can sequence events from stories I have heard.  I can use some story language or new vocabulary in my play.  **Word Reading**  I have good phonological awareness including oral blending skills, rhyme, alliteration and syllables.  I can read HFWs: to said in he was you of it  **Phase 1 Phonics:**  Aspects 4,5,7  Aspect 4 – Rhythm and rhyme  Aspect 5 – Alliteration  Aspect 7 – Oral blending and segmenting | | |
| **Reception Reading / Phonics** | **Phase 2 Phonics (alongside Phase 1)**  **Word Reading**  I can hear and say initial sounds for words.  I can orally blend words (e.g. adult says m-a-n and child says man).  **Comprehension**  I can talk about stories I have heard.  I can recall some characters and events that happened.  I can join in with familiar rhymes and songs (and some patterned stories). | **Phase 2 Phonics**  **Word Reading**  I can recognise and say most of the phase 2 sounds (First 19 sounds).  I can say the phase 2 sounds in CVC words.  I can start to blend the sounds together to read some CVC words.  I can read some of the Super Power High Frequency words.  I may be starting to read some simple captions *e.g. the cat and the dog.*  **Comprehension**  I can retell the key events in stories  I am starting to recall facts from non-fiction.  I can talk about what has happened in the story so far.  I can listen carefully to stories, rhymes, non-fiction and songs. | | **Phase 3 Phonics**  **Word Reading**  I can recognise and say all phase 2 single sounds  I can start to identify some digraphs.  I can segment the sounds in CVC words for reading  I can blend the sounds in CVC words for reading.  I can segment and blend simple words matched to my phonics knowledge.  I can read captions.  I can read all of the taught Super Power High Frequency Words from Autumn and some from Spring term.  **Comprehension**  I can retell key events from stories  **I have read.**  I can describe the key events in stories or rhymes in some detail.  I can recall facts from a non- fiction book *e.g. lifecycles, growing, weather.*  I can say what might happen next in a story *(shared and guided reading)*  I can use the language I have heard in stories in my play and discussions  *e.g Bear Hunt, Pete the Cat, Jack and the Beanstalk.* | | **Phase 3 / 4 Phonics**  **Word Reading**  I can match the letter and sound for all phase 2 single sounds and digraphs (ff, ll)  I can match the letter and sound for at least 12 phase 3 digraphs *e.g. ch, sh, oa, ee.*  I can read CVC words containing phase 2 sounds  I can read words containing known digraphs *e.g. boat, sheep.*  I can read simple sentences and books matched to my phonics  I can read most of the FS common exception words  **Comprehension**  I can explain what I have read or has been read to me  I can retell simple stories  I can recall facts from information  I can say what I think might happen next.  I can use new vocabulary throughout my play. | | |
| **Links to KS1**  **Readiness** | **Learning to Read**   * Developing phonemic knowledge through ALS phonics and other phonic opportunities. * Developing a knowledge of stories including rhyme and identify the rhyming words within them. * Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories. | | | **Reading to Learn**   * Developing their skills and abilities in retelling familiar stories. * Recognising that books have information that helps them to learn. | | **Reading for Enjoyment**   * Routinely accessing picture books and stories * Listening to others expressively tell stories. * Learning that stories and books can put them in imaginary worlds full of adventure and excitement. | | |
| **Writing**  **Links to KS1**  **Readiness** | See EYFS Writing long term progression document for Nursery and Reception :)  **Learning to Write**   * Holds pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way. * To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking.   **Writing to Learn**   * Write independently to communicate their thoughts and ideas about their lived experiences. * Write words and sentences to help them to remember what they have done.   **Writing for Enjoyment**  Have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about. | | | | | | | |

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| **UTW: People, Culture and Communities**  Nursery | I can start to notice some of the differences between people | I can talk about some of the differences between people in my class  *e.g. long, short hair* | I can begin to look at some other countries around  the world  I can talk about different occupations and job roles  I can begin to look at the differences through stories and events  *e.g. between families, cultures, how people live* | I know there are other countries in the world and can talk about some of the differences.  I can show a positive attitude about the differences between people |
| **UTW: People Culture and Communities**  **Reception** | I can talk about my house and what things I have there.  I know there are different places in the world. | I can talk about my home and my school and   what I like about them.  I can talk about how different people celebrate *e.g. Diwali, Christmas*  I can start to use stories and pictures to talk about differences in life in other countries | I know what a map is for and can draw information from a simple map  I can talk about some special places for people in our and other communities *e.g church, link to India*  I can draw information from a simple map *eg map of the world – find India*  I can start to talk about the differences in lives in other countries | I can follow a simple map to find objects or features in school.  I can talk about the similarities and differences between religions and cultures within my country (UK)  I can talk about what is the same and different in life in this country and in other countries. |
| **UTW: The Natural World**  **Nursery** | I can name and talk about some animals and plants | I can understand the key features of an animal  *e.g. 4 legs, wings, feathers*  I can talk about natural materials using a wide vocabulary to my senses  *e.g. hard, soft, bendy* | I show an interest in investigational skills supported by an adult  e*.g. I wonder if …?*  I can explore materials with similar / different properties  *e.g  bark, leaves, shells* | I can talk about the key features of the life cycle of a plant or animal using key vocabulary  *e.g. butterfly, frogs*  I can talk about the world around us observing animals and plants  I can talk about different materials using a wider vocabulary  I can talk about the different forces I can feel. (push, pull, stretch, bend)  I can talk about the differences in materials and how they change.  *e.g. freeze/melt*, *sink and float,* *magnets* |
| **UTW: The Natural World**  **Reception** | I can talk about what I can see outside using a wide vocabulary.  I can talk about some of the animals and plants I have observed.  (e.g thats an elephant, it has big ears) | I can describe what I can see, hear and feel outside  I am beginning to explore the natural world around me and describe what i can see, hear and feel.  I can talk about the area I live in, including the weather etc.  I can talk about forces I feel e.g. push, pull etc.  I can talk about the weather linked to seasonal change  I can name different materials. | I can describe animals and plants (both from photos and real life experiences)  (talk about animals in different countries e.g. India, talk about how plants grow and naming some plants)  I can describe my own environment and local area  I can describe another environment e.g. desert, Artic/India etc.  I can talk about the weather linked to seasonal change  I can talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.)  I can talk about the differences in materials | I can explore the natural world around me, making observations of animals and plants and I can use these observations to draw pictures  (**talk** about animals in different countries e.g. India, talk about how plants grow and naming some plants, talk about life-cycles)  I can contrast the natural world around me with different environments  I can talk about some of the changes in the natural world (including seasons and changing states of matter) |
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| **UTW: Past and Present**  **Nursery** | I can say what I like and don’t like | I can talk about myself and my immediate family and begin to talk about events in my life | I can begin to talk about some of the ways I have changed over my life | I can begin to talk about some of my own and my family’s history (grandparents, parents, etc.) |
| **UTW: Past and Present**  **Reception** | I can name some members of my family and talk about them.  I can talk about myself and some of the ways I have changed  *e.g when they were a baby* | I can talk about my family and the jobs that people do around me.  *E.g. parents, staff in school*  I am becoming more aware of the past linked to myself and my family and how it has changed *e.g Timeline*  I can talk about what I can see in pictures of the past  e*.g. picture talk pictures form Gingerbread Man (old cookers)* | I can talk about different jobs and people who help us. in society.  I can talk about the past *e.g. transport, toys, using photos and physical artefacts*  I can talk about what I have heard and seen in stories and picture books and how this is different/ the same  *e.g. Peepo* | I can talk about the lives of people I am familiar with  I can talk about the roles of people in society.  I can give similarities and differences between the past and now *e.g. bears – there’s lots of bears, but in the past they were different*  I can talk about the past using books and stories talking about the characters, settings and events |
| **Links to KS1 Readiness**  **Science** | **Working Scientifically**  To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them  To compare objects in their environment and talk about similarities and differences  To ask questions about the world around them, and seek to find their own answers  **Plants**  To know what a plant is  To know what a flower is  To know where you see plants  To describe different plants and flowers  **Animals including Humans**  To know what an animal is  To recognise and name a variety of different animals  To know the names of different body parts of humans and animals they have experience of  **Everyday Materials**  To recognise that different everyday objects are made from different materials  To describe how different objects look and feel  **Seasonal Change**  To know about different types of weather  To observe changes in trees and plants as the seasons progress | | | |
| **Links to KS1 Readiness**  **Geography** | **Locational Knowledge**   * Know where they live * Know how they travel to school   **Knowledge of Places**   * Talk about some of the differences they notice when they are in different places * Talk about places when looking at books and watching tv/videos * Talking about places they have been to * Talk about places in stories * Using language that relates to place   **Human and Physical Geographical Knowledge**  Recognise elements of their environment that are manmade and natural  **Using Maps**   * Make maps from stories * Follow simple maps in play | | | |
| **Links to KS1 Readiness**  **History** | **Using Language associated with the past**   * Use words associated with the past including yesterday, last week, last year * Use past tense when speaking about things that happened in the past   **Remembering and discussing their own lives**   * Share their memories of significant events in their own lives. * Talk about things that have changed. * Begin to put these events in order   **Talking about things they have done with people special to them**   * Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. * Begin to put events in order.   **Recognising Chronology within stories**   * Talk about the order of events in a range of familiar stories. * Recognise language in stories that shows the story happened in the past. | | | |

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| **UTW Experiences**  **Not limited to just these.**  **Will be regularly reviewed depending cohort and will be flexible to react to child interest and events.** | **All about me bags:** children to bring small bags into school containing a family photo, some items of importance or things from a family event etc.  Small talk groups to discuss contents.  **Our families:** naming members of my family and talking about them.  Looking at / comparing different families in stories.  Creating a Family Tree  **Ourselves: what makes me special?**  How have I changed? (from when I was a baby to what I am now, things I can do now – timeline).  Becoming aware of the ‘past’ by linking it to our family (events / older members of family) and stories we are reading: eg. Whale Song, the young girl is living with her grandparents, who have old black and white photos. Noticing and talking about what they notice in old photos.  **Seasons / outdoors:**  Autumn changes and features  Leaf study  Mud Kitchen investigation.  **Washing hands:** Hand germs experiment (bread test)  Exploring cornflour  **Where in the world: our local community:**  Tour of the school, naming areas of the school and important people and their roles at school.  **Where in the World: Our Local community:** Houses and homes, what our house looks like, naming different types of house, local walk and looking at the houses and some simple features of our local area.  Looking at houses that children live in around the world.  **Exploring and testing materials:**  Three Little Pigs: exploring building materials. Which material will not blow down? | **Our Local community:** people in my local area that have important roles (firefighters, NHS, shop workers etc). The jobs that people do around me – my parents etc.  **Cooking:** **How do people celebrate through food?**  -melting chocolate.  -exploring what is growing in autumn in our local allotment.  -Diwali food tasting.  **Seasonal Timeline:**  -What season is it?  (weather / seasonal change / celebrations)  -My birthday/ how have I changed / comparing myself to other members of my family.  **Where in the World: What are we celebrating in Leicester:**  Halloween  Bonfire night -  Fire / Sparkler safety.  Diwali – dancing and clothing.  Christmas  Do we all celebrate these events? Special events celebrated in your family.  **Outdoors**  Studying different leaves, twigs and other found objects.  Exploring Toys of the past and creating an exhibition of inventions. | | Winter weather changes  Studying frost, snow, ice.  Ice experiment:  How can we make ice?  How can we melt ice the quickest? .  Washing clothes without a wash machine (Mrs Mopple).  Growing a rainbow (ink colour)  Rainbow experiment: skittles and warm water / cold water  Testing different 3D shapes on a ramp / extending to cars and difference surfaces.  Recycling / litter collecting  Maps of local area  Local buildings / statues / areas of importance | | Gravity: Rocket launching    Thrust: Bottle cap experiment.  Easter / spring changes (new life)  People of the past: Jesus  Planting: regrowing vegetables  Where do we live?  Map of the United Kingdom | The needs of a plant experiment  Growing plants / flowers: sunflower competition, growing a bean in a bag.  Drawing plants and flowers  The effects of exercise on our body  Where do we live? | | Building and investigating a bug hotel  Life cycle: Growing **Butterflies from caterpillars** / frog life cycle  Different transport:  Design your own transport  Balloon powered cars / rockets.  Investigating shadows  Make a boat that floats (Pirates)  Dinosaur dig! |
| **EAD: Nursery termly goals** | I can **explore** art materials for large and small scale art e.g. junk modelling, what can they do with a box?  I can draw a circle and a line  I can express my ideas through pretend play  *e.g. move the dinosaurs and make a roar sound* | | I can use different art materials and talk about my ideas and what I have made.  I can create closed shapes with continuous lines and begin to use these shapes to represent objects *e.g. a person, house*  I can engage in simple pretend play, using some objects to represent others | | I can use self- chosen materials to create my own ideas  I can explore colour mixing  I can add some detail to my drawings  e*.g. the features on a face.*  I can use the small world toys imaginatively  *e.g. animal sets, dolls houses* | | | I can use a range of art materials, joining things together for a purpose  I can explore the work of an artist and begin to think about how my work is similar to theirs.  I can use colour mixing purposefully.  I can draw from my imagination and observation  I can start to develop my own stories linked to what I know through role & small world play  *e.g. home corner, mud kitchen, construction sets (build a zoo)* | |
| **EAD: Reception termly goals** | I can explore art materials e.g paint, crayons,  sticking collage  I can explore colour mixing freely  I can develop my own ideas for art and start to talk about them (with adult support)  I am using my imagination in play to help me role play and create small world set ups. | | I can select my own art and design materials to create with  I can start to join materials together.  I can tell others what my artwork is and signal key parts e.g. this is mummy, this is her hair etc.  I am starting to recreate familiar stories (with adult support)  I can retell familiar stories with my friends and adults (small world/ role play)  I can role play imaginary scenarios linked to experiences  I know some popular songs and can sing them supported by an adult  I can sing with others and supported by an adult. | | I can use scissors and one handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.)  I can explore different techniques e.g. collage, print, paint, to create art  I can talk about my artwork or designs- linked to some of the materials/ techniques I used  I can use materials and props to retell stories and create imaginary situations linked to what I know.  I can begin to adapt well known stories and role play them with others.  I can sing well known songs in a group or alone and match the pitch and melody  I can listen carefully to music and start to move to it  I can join in with singing and dancing | | | I can safely use tools e.g. scissors  I can explore using materials and techniques  I can design art/ a product thinking about colour, texture and function  I can explain what I have made  I can talk about how I made it  I can use props and materials when I am role playing familiar stories.  I can adapt (changing parts) and recount narratives and stories with my friends and adults  I can invent my own stories (in play and through taught session – helicopter stories)  I can sing well known nursery rhymes and songs by myself or in  a small group  I can perform songs, rhymes, poems and stories alone and with others  I can try to move in time with music | |
| **Links to KS1 Readiness** | **Using Materials**   * Hold tools like pencils, paint brushes, scissors with increasing precision * Experiment with using different everyday and art materials to explore colour, texture and form   **Drawing, painting and sculpture**   * To explore their ideas and imagination by creating drawings, paintings and sculptures. * To explore creating designs and art work on a range of scales.   **Exploring techniques**  To explore a range techniques to draw, paint, print and sculpt to help them create art work.  **Comparing and evaluating work**   * Recognising and exploring the colour, patterns and shapes in other artist’s work. * Expressing opinions and feelings in response to their own art work and other artist’s work. * Sharing their work with other people, talking about what they have created it. | | | | | | | | |
| **Nursery**  **Expressive Arts and Design Experiences** | Exploring colours: Eric Carle- *Brown Bear, Brown Bear.*  **Look at colours of the rainbow (spectrum)**  Story: *Elmer:*  Look at Artist: **Paul Klee**: solid block work colour  **This is Me!**  Look at skin colour and compare.  **Self portraits:-** Paint or draw themselves:-  Think about colour of skin, hair, eyes, lips  **Explore materials and textures**:- Use of salt; shaving foam; lentils, cornflour; slime, gloop in Tuf spot  **Explore different painting techniques:-**  Bubble; sponge; marble; blow; splatter; string | **Celebrations:-**  Harvest: Printing techniques:- Fruit and Vegetables.  Make fruit Salad: Tools to chop and cut.  Bonfire Night: **Warm colours: Red, yellow, orange**  Diwali:**- Bright colours and glitter!**  **Fireworks.**  **Explore materials and textures**:- Make Paper Divas using cutting skills.  Coloured sand and Rice to make Rangoli patterns.  Make a Diwali card.  **Christmas:-**  **Colours:- Red and Green**  Make Tree decorations.  Make a Christmas card  **Cooking:** Christmas baubles biscuits: Use tools to mix icing and spread on biscuit. | | **Look at different types of weather:**  **Ice and Snow:- Colour**- Eric Carle  *Polar Bear, Polar Bear.* Arctic (North and South Pole) **Cold colours:** **White, Blue, Black.**  **Snowy pictures:-**White Chalks and black paper.  **Penguins:** Paint an Emperor Penguin.  **Use pencils to draw a Polar Bear/Penguin looking carefully at features.**  **Clay:** Make a polar bear/ penguin .  **Cutting:** Make icicles and snowflakes out of paper. | | **Weather: Clouds and Rain :-**  **Techniques:** Wet Paper painting; Icing Sugar painting.  **Above the clouds and beyond! (SPACE)**  **Splatter paint stars on black paper.**  **Make Planets:** Papier Mache spheres; then paint.  **Make rockets:** Boxes, tubes and other junk materials. | **Growing:-**  **Look at ourselves and Plants:**  Use Pastels to draw flowers, plants and seeds. (still life)  Use Paints + printing techniques for Veg and fruit grown in the school garden.  **Cooking: Make vegetable soup:** use tools to chop; slice, peel, and cut.  **Use different materials to make Sunflowers:**  **(collage)**  Paper, cellophane, tissue, pipe-cleaners; sunflower seeds. | | **Exploring colours MINIBEASTS:** Eric Carle - *Hungry Caterpillar*  **Butterfly life cycle:**  Paint techniques: Butterfly painting.  Cutting skills: Make paper caterpillars out of Circles  **Cooking**: Make Circle Sandwiches (caterpillar) Use kitchen tools to spread and cut.  **Artist: Henri Matisse –** Bright, bold colours: *The Snail* (collage)  **Look at SPIRALS:** Draw Spirals in paint, sand, cornflour, shave foam….  Make Clay spirals and paint. |
| **Reception**  **Expressive Arts and Design Experiences** | Self portraits  Build your favourite room in your home (Home work project)  Three Little Pigs: exploring building materials. Which material will not blow down?  Exploring colour and colour mixing  Exploring local houses and buildings  Architect: Ustad Ahmad | Self serve dough station  Creating / inventing a new toy for exhibition.  Choosing 3D recycling shapes / different methods of attachment.  Artist: Paul Klee - exploring 3D shape / pattern  Self serve dough station  Clay diva lamps  Design a Christmas card  Using colour for a purpose / mixing colours  Melting chocolate / combining to make rice crispie snowball cakes | | Self portraits  Building and construction  Architect: Ustad Ahmad | | Building rockets - choosing 3D recycling shapes / different methods of attachment.  Artist: Jackson Pollock  Exploring dripping, pouring and splattering to create abstract art.  Using hardened paint brushes, pipettes and spoons to splat paint.  Space backdrops.  Using Jackson Pollock to inspire Easter card craft. | Shades of colour / paint mixing  Fruit kebabs / making a fruit salad  Using tools such as a peeler and masher to cook potatoes and make ‘champ’ for St Patrick’s Day. | | Self portraits  Design a new form of transport.  Build a boat that floats.  Heni Matisse -  Repeating collage patterns  Using tools to create a healthy salad. |