



OUR LADY OF LOURDES

CATHOLIC MULTI-ACADEMY TRUST

EYFS

Long term planning: Curriculum Intent



Our Lady of Lourdes EYFS Long term plan 2024-25 new

Assessing Pupils' Development

Assessment is an ongoing process involving observations made by all adults working in the unit and discussions with parents/carers during pupils' time in EYFS.

Checkpoints for assessment have been identified based on what the "expected" child would know at various points in the year: baseline, by the end of Advent Term, by the end of Lent Term, by the end of FS 1/FS 2

Expected Checkpoint knowledge has been identified in Bold Italics

Communication and Language (Listening, Attention and Understanding and Speaking)

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

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Pupils will :						
<p>Nursery 3-4</p> <p>Listening, Attention and Understanding</p> <p>Speaking</p>	<ul style="list-style-type: none"> Listen to other people's talk with interest but become easily distracted. <i>Shift from one task to another, if adults get my attention. Using my name can help.</i> Listen during carpet sessions. <i>show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?"</i> 	<ul style="list-style-type: none"> <i>Begin to pay attention to more than one thing at a time.</i> Engage in pretend play: "putting the baby to sleep' or 'driving the car to the shops.' Enjoy listening to and repeating rhymes. <i>Enjoy listening to stories in small groups for about 5mins.</i> <i>Understand a question or instruction that has two parts, such as: "Put on your coat</i> 	<ul style="list-style-type: none"> <i>Listen to longer stories and remember most of what happens.</i> Begin to understand "what" and "who" questions. <ul style="list-style-type: none"> Begin to ask relevant questions. Start a conversation with an adult or a friend. 	<ul style="list-style-type: none"> Begin to understand "how" questions. <i>Understand simple concepts of a new thing e.g. full and empty.</i> <i>Know many rhymes, talk about familiar books and tell a long story.</i> <i>Use talk to organise themselves and their play. "You go on a bus...you sit there... I'll be the driver."</i> <i>Express a point of view, debating when disagree</i> 	<ul style="list-style-type: none"> Understand 'why' questions, like: "Why do you think the caterpillar got so big?" Answer simple how, what and who questions. Sing a large repertoire of songs. <i>Recite rhymes confidently within a group</i> <i>Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl',</i> 	<ul style="list-style-type: none"> Listen to a story and talk about it. <i>Use longer sentences of four to six words.</i> <i>Use sentences joined up with words like 'because', 'or', 'and'. For example: "I like ice cream because it makes my tongue tingle."</i> <i>Beginning to use the past and future tense: "I went to the shop" and "I am going to the park."</i> Answer simple why questions.

	<ul style="list-style-type: none"> • Say how I am feeling, using words as well as actions. • Use 3 word phrases. 	<p>and wait at the door".</p> <ul style="list-style-type: none"> • Join in actions and suggest familiar songs during sing-along. • Use a wider range of vocabulary in a sentence • Engage in a conversation with an adult or a friend. 		<p>with an adult or friend using words as well as actions.</p> <ul style="list-style-type: none"> • Start a conversation with an adult or a friend and continue it for many turns. 	<p>'planetarium' or 'hippopotamus'.</p>	
Reception	<ul style="list-style-type: none"> • Enjoy listening to longer stories and to others in one-to-one or small groups, when conversation is of interest to them. • Listen carefully to rhymes and songs, paying attention to how they sound. • Engage in story times. • Beginning to learn new vocabulary and use it. • Learn rhymes, poems and songs. • Develop social phrases e.g. to say hello in response to an adult 	<ul style="list-style-type: none"> • Listen to familiar stories with increasing attention and recall. • Understand how to listen carefully and know why listening is important. • Engage with non-fiction books. • Describe events in some detail. • Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. • Develop the use of social phrases e.g. to say hello without prompts from an adult. • Recite poems and rhymes confidently to a familiar audience. 	<ul style="list-style-type: none"> • Respond to instructions with more elements. • Listen to and talk about stories to build familiarity and understanding. • Recognise the difference between fiction and non-fiction stories. • Ask questions to find out more and to check they understand what has been said to them. • Introduce a storyline or narrative into play. • Learn new vocabulary. 	<ul style="list-style-type: none"> • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Listen and respond to ideas expressed by others in conversations or discussions. • Extend their vocabulary, using it throughout the day. • Use new vocabulary in different contexts. • Use talk to organise, sequence and clarify thinking, ideas, feelings and events. • Connect one idea or action to another using a range of conjunctions. • Use talk to help work out problems 	<ul style="list-style-type: none"> • Follow a story without pictures or props. • Understand and use questions such as who; why; when; where and how. • Use language to imagine and recreate roles and experiences in play situations. • Link statements and stick to a main theme or intention. 	<p>ELG: Listening Attention and Understanding</p> <ul style="list-style-type: none"> ☺ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. ☺ Make comments about what they have heard and ask questions to clarify their understanding. ☺ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> ☺ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently

				<p>and organise thinking and activities explaining how things work and why things might happen.</p> <ul style="list-style-type: none">• Articulate their ideas and thoughts in well-formed sentences.		<p>introduced vocabulary.</p> <p>☺ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>☺ Express their ideas and feelings at their experiences using full sentences, including use of past, present and future tenses, whilst making use of conjunctions, with modelling and support from their teacher.</p>
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Personal, Social and Emotional Development (Self-regulation, Managing Self and Making Relationships).

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

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Pupils will:						
<p>Nursery 3-4</p> <p>Self-regulation</p> <p>Managing self</p> <p>Building relationships</p>	<ul style="list-style-type: none"> show impulse control. talk about feelings. <i>settle into some activities for awhile.</i> <i>select and use activities and resources, with help when needed.</i> <i>Explore indoor and outdoor provision</i> <i>Go to a new space with some support e.g. hall.</i> <i>Use the toilet with adult support.</i> manage the transition from parent to keyworker. want to play alongside other children. 	<ul style="list-style-type: none"> <i>begin to talk about feelings using words like 'happy', 'sad', 'angry' or 'worried'.</i> begin to follow the routine of Nursery and join in, including snack time. <i>show they are sorry.</i> <i>remember some rules without needing an adult to remind them.</i> <i>begin to help to tidy up.</i> <i>use the toilet independently.</i> <i>play alongside and enjoy the company of other children.</i> <i>manage to share or take turns with others, with adult guidance and understand 'yours' and 'mine.'</i> 	<ul style="list-style-type: none"> <i>Understand gradually how others might be feeling.</i> <i>remember rules without needing an adult to remind them.</i> <i>become more outgoing with unfamiliar people, in the safe context of the setting.</i> Sometimes manage to share and take turns. 	<ul style="list-style-type: none"> be able to follow rules and can understand why they are important. use visual supports to follow the routine of the day. <i>understand what being healthy is.</i> show confidence in new social situations <i>behave appropriately in different situations e.g. whole school assembly.</i> <i>develop appropriate ways of being assertive.</i> seek adult support with friendship issues. play with one or more children, extend and elaborate ideas. 	<ul style="list-style-type: none"> follow the routine of the day, without visual prompts. <i>Begin to remember to wash their hands, without reminder, after using the toilet.</i> <i>Beginning to realise actions have consequences.</i> <i>Beginning to show perseverance carrying out their chosen activity</i> talk with others to solve conflicts. <i>take part in pretend play and take on the familiar roles of others e.g. mummy</i> 	<ul style="list-style-type: none"> <i>generally, negotiate solutions to conflicts in play.</i> Make healthy choices about food, drink, activity. show confidence in new social situations. <i>be increasingly independent in meeting their own care needs e.g. using the toilet, washing and drying hands thoroughly.</i> <i>take part in pretend play in a variety of roles e.g. the Gruffalo.</i> <i>help to find solutions to conflicts and rivalries i.e. not everyone can be Spiderman in a game.</i> <i>develop their sense of responsibility and membership of a community.</i>
<p>Reception</p>	<ul style="list-style-type: none"> show attention to the teacher usually respond 	<ul style="list-style-type: none"> identify and moderate their own feelings socially and 	<ul style="list-style-type: none"> be proactive in seeking adult support to find 	<ul style="list-style-type: none"> talk to others, include them in play and are willing to try 	<ul style="list-style-type: none"> understand own and other people's feelings, offering 	<p>ELG: Self-Regulation</p> <p>😊 Show an understanding of their</p>

	<p>appropriately.</p> <ul style="list-style-type: none"> • show an understanding of their own feelings and those of others • begin to recognise the impact of their actions. • explore feelings through role play. • enjoy trying new healthy snacks at snack time • build relationships with familiar adults • play with other children. 	<p>emotionally.</p> <ul style="list-style-type: none"> • express their feelings and consider the needs of others. • enjoy a sense of belonging through being involved in daily tasks. • assert their own ideas. • plan and complete an activity of their own choice independently. • know right from wrong • talk about why keeping healthy, both mentally and physically is important. • manage their own personal hygiene needs. • feed themselves with a fork and spoon. • develop particular friendships with other children. • take turns and share with others. 	<p>compromises.</p> <ul style="list-style-type: none"> • be increasingly flexible and co-operative. • express a wide range of feelings in my interactions. • adapt their behaviour to different situations. • show confidence in choosing resources and perseverance in carrying out a chosen activity. • know right from wrong and try to behave accordingly. • choose a healthy snack • talk about how to keep their body healthy. • learn good dental hygiene and know why it is important. • know what they and others need. 	<p>new things.</p> <ul style="list-style-type: none"> • be able to manage their feelings and tolerate situations in which their wishes cannot be met. • See themselves as valuable individuals. • give attention to what the teacher says, responding appropriately even when engaged in activity. • know what they want to do in their play and how they want to go about it. • Show independence, and perseverance in the face of challenge not necessarily of their choosing. • usually play cooperatively and take turns with others. • know that other children may have a different likes and dislikes. 	<p>empathy and comfort.</p> <ul style="list-style-type: none"> • take steps to resolve conflicts with other children by finding a compromise sometimes with support. • try new activities and show independence, resilience, and perseverance in the face of challenge. • know the reasons for rules, know right from wrong and try to behave accordingly. • dress and undress mostly independently. • frequently play cooperatively and take turns with others. • form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. 	<p>own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>😊 Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>😊 Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</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, know right from wrong and try to behave accordingly.</p> <p>😊 Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building</p>
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						<p>Relationships</p> <ul style="list-style-type: none">☺ Work and play cooperatively and take turns with others.☺ Form positive attachments to adults and friendships with peers.☺ Show sensitivity to their own and to others' needs.
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Physical Development (Fine Motor Skills and Gross Motor Skills).

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

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Pupils will:						
<p>Nursery 3-4</p> <p>Gross Motor</p> <p>Fine Motor</p>	<ul style="list-style-type: none"> • <i>pedal a tricycle.</i> • <i>climb confidently.</i> • run well, kick a ball and jump with both feet on the ground. • <i>sit comfortably on chairs.</i> • <i>Walk up and down stairs holding the handrail.</i> <ul style="list-style-type: none"> • be developing manipulation and control. E.g. Use cutters to cut a shape from modelling materials. • <i>use mark making tools with thumb and all fingers, turn a page in a book.</i> • <i>show a preference for a dominant hand.</i> • <i>be able to take shoes and socks off and attempt to put them back on.</i> 	<ul style="list-style-type: none"> • <i>start taking part in some group activities which they make up for themselves, or in teams.</i> • <i>collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</i> • <i>use large-muscle movements to wave flags and streamers, paint and make marks.</i> • <i>choose the right resources to carry out their own plan. E.g. choosing a spade to enlarge a small hole they dug with a trowel.</i> • <i>Start taking part in group activities which they make up for themselves or in teams. Begin to increase pressure when using</i> 	<ul style="list-style-type: none"> • <i>continue to develop their movement, balancing, riding (scooters, trikes and bikes)</i> • fill buckets with water and carefully pour into different containers. • use a comfortable grip to hold a pencil. • use playdough to create a body of a snake, with support. • show an increasing desire to be independent e.g. do up my own zip and buttons 	<ul style="list-style-type: none"> • <i>match their developing physical skills to tasks and activities in the setting. E.g. they decide whether to crawl, walk or run across a plank, depending on its length and width.</i> <ul style="list-style-type: none"> • <i>go up steps and stairs, or climb up apparatus, using alternate feet.</i> • <i>be able to take shoes and socks off and put them back on independently.</i> • <i>show increasing control when threading, cutting, drawing.</i> 	<ul style="list-style-type: none"> • <i>increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</i> • <i>becoming increasingly independent when getting dressed and using zips.</i> • start to eat independently and learn how to use a knife and fork. • <i>use one-handed tools and equipment, for example, making snips in paper with scissors.</i> 	<ul style="list-style-type: none"> • <i>skip, hop, stand on one leg, and hold a pose for a game like musical statues.</i> • <i>catch a large ball</i> • <i>continue to develop their movement and ball skills.</i> • <i>use a comfortable grip with good control when holding pens and pencils.</i> • <i>be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</i> • <i>Use enough pressure and control to use a stapler or hole punch successfully.</i>

		tools.				
Reception	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, hopping. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes • show a preference for a dominant hand. • create lines and circles pivoting from the shoulder and elbow 	<ul style="list-style-type: none"> • balance on one foot or in a squat momentarily, shifting body weight to improve stability. • progress towards a more fluent style of moving, with developing control and grace • further develop spatial awareness. • develop their small motor skills so that they can use a range of tools competently, safely and confidently. 	<ul style="list-style-type: none"> • combine different movements with ease and fluency. • confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • develop overall body-strength, balance, co-ordination and agility. • further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed • manipulate a range of tools and equipment in one hand. 	<ul style="list-style-type: none"> • develop confidence, competence, precision and accuracy when engaging in activities that involve use of equipment e.g. a ball. • climb stairs, steps and move across climbing equipment using alternate feet. • walk down steps or slopes whilst carrying a small object, maintaining balance and stability. • use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. • manipulate a range of tools and equipment in one hand. 	<ul style="list-style-type: none"> • 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 and sport • develop the foundations of a handwriting style which is fast, accurate and efficient. • manipulate a range of tools and equipment in one hand. 	<p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> ☺ Negotiate space and obstacles safely, with consideration for themselves and others. ☺ Demonstrate strength, balance and coordination when playing. ☺ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> ☺ Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. ☺ Use a range of small tools, including scissors, paint brushes and cutlery. ☺ Begin to show accuracy and care when drawing.

Literacy (Word Reading, Comprehension and Writing).


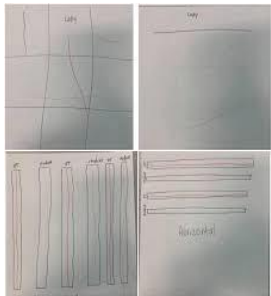
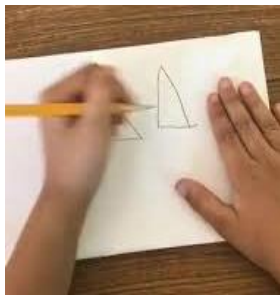

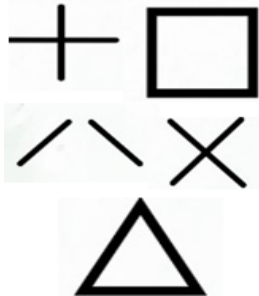

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them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

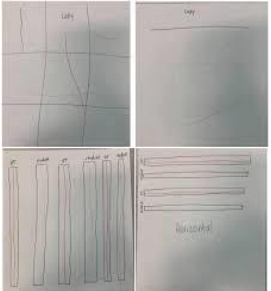
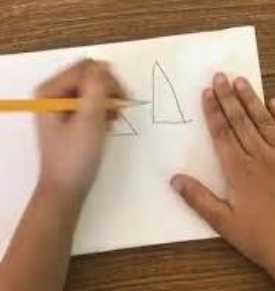

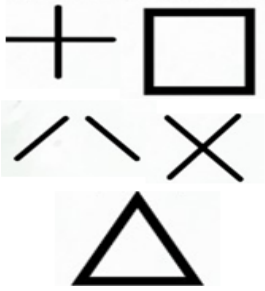


	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Pupils will:						
<p>Nursery 3-4</p> <ul style="list-style-type: none"> • Word Reading (Little Wandle Revised Letters and Sounds) • Comprehension 	<p>No sounds – focus on Rhyme time: 1, 2, 3, 4, 5 Once I Caught a Fish Alive Baa, Baa, Black Sheep Hey, Diddle, Diddle Humpty Dumpty Jack and Jill Miss Molly Had a Dolly Pat-a- cake Round and Round the Garden The Grand Old Duke of York Twinkle, Twinkle, Little Star A Sailor Went to Sea Down at the Station, Hickory, Dickory, Dock Incy Wincy Spider Mary, Mary, Quite Contrary One, Two, Buckle My Shoe Ring-a-ring-a- roses Row, Row, Row Your Boat The Wheels on the Bus Wind the Bobbin Up</p> <p>Understand the five key concepts of print: - print has meaning - we read English text from left to right and from top to bottom. - page sequencing Enjoy sharing books with an adult. Enjoy songs and rhymes, tuning in and paying attention. Join in with some words in songs and rhymes</p>	<p>Progression of sounds: s a t p i n m Teach one sound each week Play What's in the box? Plus, one sound game Play Blend from the box Plus, one oral blending games</p> <p>Understand the five key concepts about print: - print can have different purposes - the names of the different parts of a book Develop play around my favourite stories using props. Enjoy rhyming and rhythmic activities.</p> <p>Listen to and join in with stories and poems, one-to one and in small groups.</p>	<p>Progression of sounds: d g o c k e Teach one sound each week Play What's in the box? Plus, one sound game Play Blend from the box Plus, one oral blending games</p> <p>Explore books independently. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Progression of sounds: u r h b f l Teach one sound each week Play What's in the box? Plus, one sound game Play Blend from the box Plus, one oral blending games</p> <p>Suggest how the story might end.</p>	<p>Progression of sounds: j v w y z qu ch Teach one sound each week Play What's in the box? Plus, one sound game Play Blend from the box Plus, one oral blending games</p> <p>Become aware of the way stories are structured.</p>	<p>Progression of sounds: ck x sh th ng nk Teach one sound each week Play What's in the box? Plus, one sound game Play Blend from the box Plus, one oral blending games</p> <p>Recognise familiar words and signs such as own name and advertising logos.</p>

<p>Reception</p> <ul style="list-style-type: none"> • Word Reading (Little Wandle Revised Letters and Sounds) • Comprehension 	<p>Read and recognise Phase 2 graphemes - s a t p i n m d g o c k ck e u r h b f l</p> <p>New Tricky words - is I the</p> <p>Join in with rhymes and show an interest in stories with repeated refrains.</p> <p>Sequence familiar stories using pictures.</p> <p>Draw pictures of characters/ events / settings in a story.</p>	<p>Read and recognise ff ll ss j v w x y z zz qu ch sh th ng nk</p> <ul style="list-style-type: none"> • words with -s /s/ added at the end (hats sits) words ending in s /z/ (his) and with -s /z/ added at the end (bags sings) New Tricky words - put* pull* full* as and has his her go no to into she push* he of we me be <p>Retell stories related to event through acting/roleplay and images.</p> <p>Create storymaps and retell stories.</p> <p>Sequence a story using the following vocabulary: beginning, middle and end.</p> <p>Draw pictures of characters/ events/ settings in a story which may include labels, sentences or captions.</p>	<p>Read and recognise ai ee igh oa oo ar or ur ow oi ear air er</p> <ul style="list-style-type: none"> • words with double letters • longer words <p>New Tricky words - was you they my by all are sure pure</p> <p>Explain the main events of a story and give simple descriptions of characters.</p> <p>Ask and answer questions about story book characters.</p> <p>Distinguish between capital letters and lower- case letters.</p>	<p>Review Phase 3</p> <ul style="list-style-type: none"> • words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words • words with s /z/ in the middle • words with -s /s/ /z/ at the end • words with -es /z/ at the end <p>Review all Tricky Words taught so far</p> <p>Retell a story with actions and or picture prompts as part of a group.</p> <p>Use story language when acting out a narrative.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Short vowels with adjacent consonants</p> <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suf-xes: -ing, -ed /t/, -ed /id/ /ed/, -est <p>New Tricky words - said so have like some come love do were here little says there when what one out today</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions, and reactions.</p>	<p>ELG Word Reading</p> <ul style="list-style-type: none"> ☺ Say a sound for each letter in the alphabet and at least 10 digraphs. ☺ Read words consistent with their phonic knowledge by sound-blending. ☺ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ☺ Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCVCC ☺ words ending in suf-xes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est ☺ longer words ☺ Review all Tricky Words taught so far <p>ELG Comprehension</p> <ul style="list-style-type: none"> ☺ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ☺ Anticipate - where appropriate - key events in stories. ☺ Use and understand recently introduced vocabulary during discussions about
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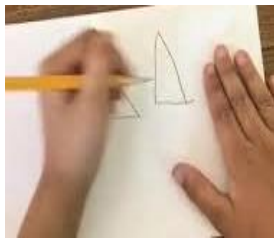
						stories, non-fiction, rhymes and poems and during role-play.
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F1 Writing & Fine Motor

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Focus	<p>Make marks using a range of materials (L)</p> <p>Show a preference for a dominant hand (FMS)</p> <p>Develop manipulation and control (FMS)</p>	<p>Draw freely (L)</p> <p>Begin to increase pressure when using tools. (FMS)</p>	<p>Sometimes give meaning to my drawings (L)</p> <p>Use mark making tools with thumb and all fingers (FMS)</p> <p>Show increasing control when drawing. (FMS)</p>	<p>Imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right (L)</p> <p>Use a comfortable grip to hold a pencil. (FMS)</p>	<p>Begin to write some letters using the Little Wandle letter formation rhymes (L)</p> <p>Write some or all of their name correctly (L)</p> <p>Use a comfortable grip with good control when holding pens and pencils. (FMS)</p>	<p>Holding my pencil and give meaning to marks I make</p> <p>Begin to form recognisable letters, using the Little Wandle rhymes</p>
Working Towards	<p>Sometimes uses the same hand to pick up a mark making tool.</p> <p>Pokes, squeezes, pats, pulls apart playdough.</p> <p>Makes random & spontaneous scribbles in vertical, horizontal & circular motion.</p>	<p>Usually uses the same hand to pick up a mark making tool.</p> <p>Children begin to use two hands for bilateral coordination, such as squeezing, tearing, and rolling dough into basic balls.</p> <p>Imitates drawing a vertical & horizontal line.</p>	<p>Consistently uses the same hand to pick up a mark making tool.</p> <p>Children develop control to roll "sausages" (coils), flatten the dough with palms, and use tools like cutters or rolling pins.</p> <p>Imitates drawing shapes including circle, cross, square.</p>	<p>Copies a vertical & horizontal line and a circle shape.</p> <p>Uses thumb and all fingers to pick up and use different mark making tools.</p> <p>Children combine shapes (making a head and body), use tools to create detailed designs and twist, pull, and shape dough intentionally, like making 3D objects or facial features.</p>	<p>Copies different shapes including a cross, a square, a triangle and diagonal lines.</p> <p>Uses thumb and all fingers to pick up and use different mark making tools with control.</p>	<p>Palmer Sulphinate Grip (Fist)</p> <p>Pencil is held by the full fist and makes light marks. Movement is from the shoulder pivot and uses the whole arm.</p> <p>Begins to copy some letters in own name using the Little Wandle letter formation rhymes.</p>
This could look like:						



<p>Secure</p>	<p>Usually uses the same hand to pick up a mark making tool.</p> <p>Children begin to use two hands for bilateral coordination, such as squeezing, tearing, and rolling dough into basic balls.</p> <p>Imitates drawing a vertical & horizontal line.</p>	<p>Consistently uses the same hand to pick up a mark making tool.</p> <p>Children develop control to roll "sausages" (coils), flatten the dough with palms, and use tools like cutters or rolling pins.</p> <p>Imitates drawing shapes including circle, cross, square.</p>	<p>Copies a vertical & horizontal line and a circle shape.</p> <p>Uses thumb and all fingers to pick up and use different mark making tools.</p> <p>Children combine shapes (making a head and body), use tools to create detailed designs and twist, pull, and shape dough intentionally, like making 3D objects or facial features.</p>	<p>Copies different shapes including a cross, a square, a triangle and diagonal lines.</p> <p>Uses thumb and all fingers to pick up and use different mark making tools with control.</p>	<p>Palmer Sulphinate Grip (Fist) Pencil is held by the full fist and makes light marks. Movement is from the shoulder pivot and uses the whole arm.</p> <p>Begins to copy some letters in own name using the Little Wandle letter formation rhymes.</p>	<p>Digital Pronate Grip Pencil is held by all the fingers but the palm faces down towards the page. Movement comes from the wrist and uses wrist, hand and fingers.</p> <p>Copies letters in own name using the Little Wandle letters formation rhymes.</p>
<p>This could look like:</p>						
<p>Exceeding</p>	<p>Consistently uses the same hand to pick up a mark making tool.</p> <p>Children develop control to roll "sausages" (coils), flatten the dough with palms, and use tools like cutters or rolling pins.</p> <p>Imitates drawing shapes including circle, cross, square.</p>	<p>Copies a vertical & horizontal line and a circle shape.</p> <p>Children combine shapes (making a head and body), use tools to create detailed designs and twist, pull, and shape dough intentionally, like making 3D objects or facial features.</p>	<p>Copies different shapes including a cross, a square, a triangle and diagonal lines.</p> <p>Uses thumb and all fingers to pick up and use different mark making tools with control.</p>	<p>Palmer Sulphinate Grip (Fist) Pencil is held by the full fist and makes light marks. Movement is from the shoulder pivot and uses the whole arm.</p>	<p>Digital Pronate Grip Pencil is held by all the fingers but the palm faces down towards the page. Movement comes from the wrist and uses wrist, hand and fingers.</p> <p>Copies letters in own name using the Little Wandle letter formation rhymes.</p>	<p>Static Tripod Grip Pencil is held by three fingers and the movement comes from the wrist. More intricate mark making can take place. Several variations based on finger positioning. Forms recognisable letters when writing own name.</p>

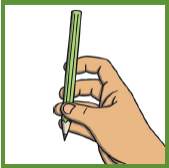

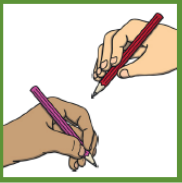

This could look like:



F2Writing ELG

Write recognisable letters, most of which are correctly formed.

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Focus	<p>Holding my pencil and give meaning to marks I make</p> <p>Begin to form recognisable letters, using the Little Wandle rhymes</p>	<p>Give meaning to the marks I make, holding my pencil in a tripod grip.</p> <p>Forms recognisable letters, using the Little Wandle rhymes, some of them correctly.</p>	<p>Correctly form lower-case letters using the Little Wandle letter rhymes.</p> <p>Begin to use capital letters during guided writing sessions</p>	<p>Correctly form lower-case and upper-case letters</p> <p>Begin to use capital letters while independent writing</p>	<p>Continue to correctly form lower-case and upper-case letters.</p> <p>Use capital letters while independent writing</p>	<p>Write recognisable letters, most of which are correctly formed.</p>
Working Towards	<p>Fisted grasp or Palmar Supinate Grasp Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder; the arm and the hand move as a unit. Light scribbles are produced with this pencil grip.</p>	<p>Four-Finger Grasp Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.</p>	<p>Trace over yellow letters written by an adult, using the Little Wandle letter formation rhymes.</p>	<p>Independently writes each letter correctly, using the Little Wandle formation rhymes</p> <p>Uses a capital letter and full stop when shown</p>	<p>Fluently writes each letter correctly</p> <p>Independently knows to use a capital letter at the beginning of a sentence and a full stop at the end.</p>	<p>Knows when a letter needs 'fixing' and can 'fix' the letter independently</p> <p>Uses a capital letter and full stop independently</p>
This could look like:			<p>Copies over, knowing where each letter starts using a firm pencil grip</p>	<p>Knows when a letter needs 'fixing' and can 'fix' the letter by being shown the correct formation</p>	<p>Knows when a letter needs 'fixing' and can 'fix' the letter independently</p> <p>Uses a capital letter and full stop independently</p>	<p>Fluently writes each letter correctly</p> <p>Independently uses a capital letter at the beginning of a sentence and for names and a full stop at the end.</p>
Secure	<p>Four-Finger Grasp Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit.</p>	<p>Static Tripod Grasp A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved.</p>	<p>Writes each letter correctly, using the Little Wandle formation rhymes.</p> <p>Uses a capital letter and full stop when shown</p>	<p>Fluently writes each letter correctly</p> <p>Independently knows to use a capital letter at the beginning of a sentence and a full stop at the end.</p>	<p>Knows when a letter needs 'fixing' and can 'fix' the letter independently</p> <p>Uses a capital letter and full stop independently</p>	

	Zigzag lines, crossed lines and simple humans can be drawn with this grip.	Triangles, circles and squares can be copied with this grip.				
This could look like:			Knows when a letter needs 'fixing' and can 'fix' the letter by being shown the correct formation	Knows when a letter needs 'fixing' and can 'fix' the letter independently Uses a capital letter and full stop independently	Fluently writes each letter correctly Independently uses a capital letter at the beginning of a sentence and for names and a full stop at the end.	
Exceeding	Static Tripod Grasp A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.	Dynamic Tripod Grasp Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.	Fluently writes each letter correctly Independently uses a capital letter at the beginning of a sentence and a full stop at the end.	Fluently writes each letter correctly Independently uses a capital letter at the beginning of a sentence and for names and a full stop at the end.		
This could look like:			Knows when a letter needs 'fixing' and can 'fix' the letter independently Knows where a capital letter and a full stop live in sentences			

F2 Writing ELG

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Focus	To spell simple words using the Phase 2 sounds taught so far through the Little Wandle Programme - s,a,t,p,i,n,,m,d,g,o,c,k,ck,e, u,r (From week 5)	To spell simple words using the Phase 2 sounds taught so far through the Little Wandle Programme - h,b,f,l,ff,ll,ss,j,v,w,x,y,z,qu ,ch,sh,th,ng,nk, Words with 's' at the end (plurals and verb forms) Words with 's' /z/ at the end (plurals and verb forms)	Spell words using the Phase 3 digraphs ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff Plus the tricky words - was you they, my by all, are sure pure	Review Phase 3 digraphs to spell words Review all tricky words and secure spelling taught so far	Review Phase 3 digraphs to spell words Review all tricky words and secure spelling taught so far Write sentences	Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Working Towards	Makes marks or letters to represent sounds, but not always recognisable.	Writes some letters to represent the initial sounds of words.	Writes letters to represent most initial sounds and attempts other sounds.	Writes letters to represent all initial sounds and attempts other sounds.	Writes letters to represent all Phase 2 sounds, including the digraphs and some Phase 3 digraphs	Writes letters to represent all Phase 2 and Phase 3 digraphs
This could look like:	Scribbles with some letter-like shapes for "cat" or "dog"	Writes "c" for "cat" or "d" for "dog"	Writes "cat" as "cat" or "ct" independently, possibly using a Grow the Code sound mat for matching sounds	Writes "cat" as "cat" or "ct" independently	Writes independently, with the support of a Grow the Code sound mat for the Phase 3 digraphs	Writes independently
Secure	Writes some letters to represent the initial sounds of words.	Writes letters to represent most initial sounds and attempts other sounds.	Writes letters to represent all Phase 2 sounds, including the digraphs and some Phase 3 digraphs	Writes letters to represent all Phase 2 and Phase 3 digraphs	Spells phonetically with growing accuracy when writing sentences	Spells phonetically with accuracy and begins to use some tricky words
This could look like:	Writes "c" for "cat" or "d" for "dog"	Writes "cat" as "cat" or "ct" independently, possibly using a Grow the Code sound mat for matching sounds	Writes independently, with the support of a Grow the Code sound mat for the Phase 3 digraphs	Spells phonetically with growing accuracy when writing labels and captions	Writes simple sentences with correct spelling for most words and attempts new words independently	Writes with correct spellings of phonetic words and some tricky words
Exceeding	Writes letters to represent most initial sounds and attempts other sounds.	Writes letters to represent all initial sounds and attempts other sounds.	Writes letters to represent all Phase 2 and Phase 3 digraphs	Spells phonetically with growing accuracy when writing sentences	Spells phonetically with accuracy and begins to use some tricky words	

This could look like:	Writes "cat" as "cat" or "ct" using a sound mat for matching sounds	Writes "cat" as "cat" or "ct" independently	Spells phonetically with growing accuracy when writing labels and captions	Writes simple sentences with correct spelling for most words and attempts new words independently	Writes with correct spellings of phonetic words and some tricky words	
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F2 Writing ELG

Write simple phrases and sentences that can be read by others.

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Focus	Early Phrase Writing	Simple Words	Simple Sentences	Guided Sentence Writing	Independent Sentences	Early Learning Goal
Working Towards	Makes marks or writes letters that may represent words, but phrases are not clear.	Writes simple words that can sometimes be read by others	Attempts words independently using letters and sounds correctly.	Writes phrases and words with some readability but inconsistent spacing or letter formation.	Writes words or phrases with some recognisable letters, but sentences may be unclear.	Writes some words and phrases independently but sentences may be incomplete or unclear.
This could look like:	Scribbles with letter-like shapes	Writes with recognisable letters, forming some letters correctly	Writes words that represent a sentence but may omit words or letters.	Writes "I se cat" for "I see the cat"	Writes "I run" or "cat eat"	Writes "I cn run" for "I can run"
Secure	Writes simple words that can sometimes be read by others	Attempts words independently using letters and sounds correctly.	Writes a short sentence independently that can be read by others.	Writes a short sentence independently with correct spelling of phonetic words and simple punctuation.	Writes a short sentence independently with correct spelling of phonetic words and some tricky words	Writes a short sentence or caption independently with readable sentences, correct formation, spacing, and punctuation.
This could look like:	Writes with recognisable letters, forming some letters correctly	Writes with mostly correct spelling and formation	Writes "I like my dog" or "The cat is big"	Writes "I can see the dog" with correct spacing and letters	Writes "The cat sat on the mat. It is big." clearly and independently	Writes "The dog ran fast. I like the dog. He is big."
Exceeding	Attempts phonetically spelt words independently using letters and sounds correctly.	Writes words using known sounds, mostly readable.	Writes a short sentence independently with correct spelling of phonetic words and simple punctuation.	Writes a short sentence independently with correct spelling of phonetic words and some tricky words	Writes a short sentence or caption independently with readable sentences, correct formation, spacing, and punctuation.	
This could look like:	Writes with mostly correct spelling and formation	Writes with correct letter formation	Writes "The dog ran fast. I like him." with clear spacing and readable words	Writes "The cat sat on the mat. It is big." clearly and independently	Writes "The dog ran fast. I like the dog. He is big."	

Mathematics (Number and Numerical Patterns).

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

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Pupils will:						
<p style="text-align: center;">Nursery 3-4</p> <p style="text-align: center;">Number Numerical Patterns</p>	<ul style="list-style-type: none"> • <i>say when they have lots or more than someone else.</i> • <i>complete a simple insert jigsaw.</i> • <i>say some numerals orally.</i> • <i>be interested in sorting objects (colour, type or size).</i> • <i>describe an object by its size, shape or colour.</i> • 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. • <i>show an awareness of numbers in the environment.</i> • <i>recognize some numbers of personal significance.</i> • <i>begin to touch object</i> 	<ul style="list-style-type: none"> • recognise up to 3 objects without counting them. • <i>say some number names in sequence to 5.</i> • <i>count with 1:1 correspondence up to 3 objects.</i> • <i>know one more</i> • <i>be able to recognize and copy an AB pattern.</i> • <i>subitise to 2.</i> • <i>know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).</i> • <i>subitise to two.</i> • <i>make comparisons between objects relating to size, length, weight and capacity.</i> • <i>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</i> 	<ul style="list-style-type: none"> • <i>represent numbers up to five using fingers.</i> • <i>be able to count 5 objects out from a larger pile.</i> • <i>be able to record up to 5 objects.</i> • recite numbers past 5. • count with 1:1 correspondence up to 5 objects. • use some number language, such as 'more' and 'a lot'. • describe a familiar route. • discuss routes and locations, using words like 'in front of' and 'behind'. • use some simple positional language (in front and behind). • <i>describe shapes using straight sides, curves, points.</i> 	<ul style="list-style-type: none"> • <i>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</i> • <i>know one less.</i> • <i>Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.</i> • <i>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then.'</i> • <i>be able to compare objects using mathematical vocabulary e.g., long, short, full, empty. talk about and explore in play 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</i> 	<ul style="list-style-type: none"> • <i>recite numbers past 5.</i> • <i>Show 'finger numbers' up to 5.</i> • <i>experiment with their own symbols and marks as well as numerals to represent an amount.</i> • <i>understand that numbers can identify how many objects are in a set. (cardinal principle)</i> • <i>Compare quantities using language: 'more than', 'fewer than'.</i> • <i>Solve real world mathematical problems with numbers up to 5</i> • use some positional language e.g. on, under, in, as well as actions to show where something is. 	<ul style="list-style-type: none"> • order numbers in the range 1 to 5. • <i>develop fast recognition of up to 3 objects without having to count them.</i> • <i>know that the last number in the count gives the total up to 5</i> • <i>match groups with the same number of objects (one to five).</i> • recall a sequence of everyday life. • understand position through words alone – for example, "The bag is under the table," – with no pointing.

	<p>as counting.</p> <ul style="list-style-type: none"> explore in play 2D and 3D shapes and begin to learn their names. 	<ul style="list-style-type: none"> Combine shapes to make new ones – an arch, a bigger triangle etc. 				
Reception	<p>Match, Sort & Compare To match pictures and objects To begin to sort into sets To create my own sorting To compare amounts</p> <p>Talk about measure and pattern To use the words smaller/bigger taller/longer/shorter/heavier/lighter to compare objects To use words more/the most/less/the least to talk about how much a container holds To about patterns I can see and hear. To copy and continue a simple pattern. To create a simple AB pattern of my own.</p>	<p>It's me 1, 2, 3 To find 1, 2 and 3 To subitise 1, 2 and 3 To represent 1, 2 and 3 To find 1 more and 1 less To know the composition of 1, 2 and 3</p> <p>Circles and Triangles To identify and name circles and triangles To identify shapes in the environment To describe position</p> <p>1, 2, 3, 4, 5 To find 4 and 5 To subitise 4 and 5 To represent 4 and 5 To find 1 more and 1 less To know the composition of 4 and 5 To know the composition of 1-5</p> <p>Shapes with 4 sides To identify and name shapes with 4 sides To combine shapes with 4 sides To identify shapes in the environment To talk about my day and night</p>	<p>Alive in 5 To find, subitise and represent 0 to 5 To find 1 more and 1 less To know the composition of 0 to 5</p> <p>Mass and capacity To compare the mass of an object using heavier and lighter To find a balance To explore and compare capacity using 'full' and 'empty'</p> <p>Growing 6,7,8 To find and represent 6, 7 and 8 To find 1 more and 1 less To know the composition of 6,7,8 To make pairs - odd and even To double numbers to 8 To find the total/how many altogether</p>	<p>Length, height and time To explore length To compare length To explore height To compare height To talk about time To order and sequence time</p> <p>Building 9 and 10 To find 9 and 10 To compare numbers to 10 To represent 9 and 10 Conceptual subitising to 10 To find 1 more To find 1 less Composition to 10 To find bonds to 10 (2 parts) To make arrangements of 10 Bonds to 10 (3 parts) To find doubles to 10 To make doubles to 10 To explore even and odd</p> <p>Explore 3D Shape To recognise and name 3D shapes To find 2D shapes within 3D shapes Identify more complex patterns Copy and continue patterns</p>	<p>To 20 and beyond To build numbers beyond 10 (10-13) To continue patterns beyond 10 (10-13) To build numbers beyond 10 (14-20) To continue patterns beyond 10 (14-20) To verbally count beyond 2 To verbally count patterns</p> <p>How many now? To add more To talk about how many were added To take away To talk about how many were taken away</p> <p>Manipulate, compose and decompose To select shapes for a purpose To rotate shapes To manipulate shapes To explain shape arrangements To compose shapes To decompose shapes To copy 2-D shape pictures To find 2-D shapes within 3-D shapes</p>	<p>Sharing and grouping To explore sharing To share To explore grouping To group To share using odd and even amounts To play with and build doubles</p> <p>Sharing and grouping To explore sharing To share To explore grouping To group To share using even and odd To play with and build doubles</p> <p>Visualise, build and map To recognise and name 3-D shapes To find 2-D shapes within 3-D shapes To use 3-D shapes for tasks To recognise 3-D shapes in the environment To identify more complex patterns To copy and continue patterns To recognise patterns in the environment</p> <p>ELG: Number: ☺ Have a deep understanding of numbers to 10, including</p>

						<p>the composition of each number.</p> <p>☺ Subitise (recognise quantities without counting) up to 5.</p> <p>☺ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns:</p> <ul style="list-style-type: none">• verbally count beyond 20, recognising the pattern of the counting system.• compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.• explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
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Understanding the World (Past and Present: History/ People and Communities: Geography/ The Natural World: Science).

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

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
	Pupils will:					
<p>Nursery 3-4</p> <p>Past & Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<ul style="list-style-type: none"> • know some people were born before them so are older than them and some born after them so are younger than them e.g. brothers and sisters. • know there are differences between people and God created us to be unique. • Know there are differences between what people believe. • Explore different sources to find out about different countries 	<ul style="list-style-type: none"> • know there are special places of Worship. (linked to celebrations) • comment on recent pictures of celebrations in their own life. “This is me celebrating Eid...” • explore through their senses the world around them and use a growing vocabulary to describe what they experience. 	<ul style="list-style-type: none"> • be able to identify suitable clothing for different weather/purposes. • talk about the differences between materials used in their clothes and changes they notice. • explore and talk about collections of materials with similar and/or different properties. • Know some occupations that familiar people have. (Heroes topic) • Know different methods of travel/transport today and in the past. • 	<ul style="list-style-type: none"> • plant seeds and care for growing plants. • understand the key features of the life cycle of a plant. • know the difference between plants and animals. • Talk about the differences between materials and changes they notice when they push, pull, squeeze e.g. sand, soil, clay, playdough, corn flour. • Explore and talk about different forces they can feel. • talk about how forces can change the direction of moving things e.g. sail boats on water, windmills, kites. • know the wind is a force that you can feel but not see. • talk about how you can see the impact of wind as a force in action. • talk about the forces needed to make 	<ul style="list-style-type: none"> • Talk about the differences they have experienced or seen in photos. • Follow a simple map. • be aware of recent historical figures linked to the topic and characters in stories. • talk about what they see, feel, smell, hear, taste using a wide topic related vocabulary. 	<ul style="list-style-type: none"> • talk about the pets they have. • understand the key features of the life cycle of an animal. • begin to understand the need to respect and care for the natural environment and all living things. • know that God made all natural things in the world. • talk about and point to what they see in their own environment.

	<p>including stories, non-fiction resources, atlases and globes.</p> <ul style="list-style-type: none"> • know the different 			<p>things work e.g. push, pull toys.</p> <ul style="list-style-type: none"> • begin to explain how things work. • understand that the weather changes and in different places you find different weather. • know there are hot and cold places in the world (including countries). • explore how the different weather types affect the natural environment and materials. <p>show an interest in how things work.</p>		
<p>Reception</p> <p>Past & Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<ul style="list-style-type: none"> • talk about members of their immediate family and community. • name and describe people who are familiar to them. • Know that unique means distinctive and your differences can make you unique. • talk about some of the similarities and differences in family groups • talk about 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. 	<ul style="list-style-type: none"> • discuss family traditions and learn about others. • understand that some places are special to members of their community. • recognise that people have different beliefs and celebrate special times in different ways. <p>Eco-Land</p> <ul style="list-style-type: none"> •Explore the natural world around them. •Describe what they see, hear and feel whilst outside. •Use a wide topic vocabulary to describe what they experience with their senses. 	<ul style="list-style-type: none"> • know about significant individuals • know that their community is made up of many different people with different roles. • recognise that people have different beliefs and celebrate special times in different ways. • compare and contrast characters from stories, including figures from the past. • Comment on images of familiar situations in the past. 	<ul style="list-style-type: none"> • recognise that people have different beliefs and celebrate special times in different ways. <p>Eco-Land</p> <ul style="list-style-type: none"> •Explore the natural world around them and talk about the different plant/animal life that exists. •Describe what they see, hear and feel whilst outside. •Recognise some environments that are different to the one in which they live. •Understand the effect of changing seasons on the natural world around the world e.g. very hot/cold countries and how the 	<ul style="list-style-type: none"> • understand the past through settings, characters and events encountered in books read in class and storytelling. • make comparisons of settings and fictional settings. • explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps. 	<p>Past and Present ELG ☺</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>ELG: People, Culture and Communities</p> <p>☺ Describe their immediate environment using knowledge from observation, discussion,</p>

	<ul style="list-style-type: none"> comment on images of familiar situations in the past. know that God created us all to be like him but also unique. recognise some environments that are different to the one in which they live. 	<p>Know the names of the four seasons. Know the 'typical' type of weather for each season. understand the effect of changing seasons on the natural world around them. E.g. seasonal changes to trees/plants; very cold weather can cause water to freeze, warmer weather will cause ice to melt.</p>		<p>plant and animal life differs</p>		<p>stories, non-fiction texts and maps. 😊 Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 😊 Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps ELG: The Natural World 😊 Explore the natural world around them, making observations and drawing pictures of animals and plants. 😊 Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 😊 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
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enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
<p>Nursery 3-4</p> <p>Creating with materials Being imaginative</p>	<ul style="list-style-type: none"> Start to make marks intentionally. Explore paint, using my fingers and other parts of my body as well as brushes and other tools. Create pictures using paint and other media Make simple models. Enjoy taking part in pretend play. Enjoy moving to music. Explore a range of sound-makers and instruments and play them in different ways. Enjoy making sounds "music" with instruments. Enjoy and take part in songs, such as 'Twinkle, Twinkle Little Star 	<ul style="list-style-type: none"> Choose colours purposely. Begin to use objects to print or create patterns. Begin to join boxes together using sticky tape or glue. Remember and sing entire songs. Respond to what they have heard, expressing thoughts and feelings. Sing the pitch of a tone sung by another person. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Play instruments with increasing control to express their feelings and ideas. Watch dances and performances. 	<ul style="list-style-type: none"> Explore different materials freely, in order to develop my ideas about how to use them and what to make. Create own songs or improvise a song around one they know. Name a variety of instruments. Use their own experiences to develop storylines e.g. going on a bus/car ride. Use construction toys to make settings. 	<ul style="list-style-type: none"> Use drawing to represent ideas like movement or loud noises. Create collages using mixed media. Safely use and explore a variety of materials tools and techniques. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in my drawings (happiness, sadness, fear etc.) Play instruments with increasing control to express feelings and ideas Make imaginative and complex 'small 	<ul style="list-style-type: none"> Develop own ideas and decide which materials to use to express them. Develop an understanding of using lines to enclose a space and begin to use drawing to represent actions and objects based on imagination, observation, and experience. Join different materials and explore different textures. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls 	<ul style="list-style-type: none"> Create closed shapes with continuous lines and begin to use shapes to represent objects. Explore colour and colour mixing. Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures. Create own piece of art and give meaning. talk about what they like/don't like in their own and others art. Listen with increased attention to sounds. Play a given instrument to simple beat.

				<i>worlds' with blocks and construction kits, such as a city with different buildings and a park.</i>	<i>and dolls houses etc.</i>	
<p>Reception</p> <p>Creating with materials</p> <p>Being imaginative</p>	<ul style="list-style-type: none"> • Begin to draw self-portraits, landscapes, and building/cityscapes. • Build models which replicate those in real life, using a variety of resources. • Sing in a group or by oneself, increasingly matching the pitch and following the melody. • Sing a range of well-known nursery rhymes and songs. • Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> • Join items in a variety of ways (sellotape, masking tape, string and split pins). • Watch and talk about dance and performance art, expressing feelings and responses. • Listen to music and say what they do or don't like. • Sing a range of well-known nursery rhyme and songs. • Make music and move to music. 	<ul style="list-style-type: none"> • Know how to Improve models (scrunch, twist, fold, bend, roll). • Know how to secure boxes, kitchen rolls, decorate bottles. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Invent, adapt and recount narratives and stories with peers and my teacher. • Make use of props and materials when role playing characters in narratives and stories. 	<ul style="list-style-type: none"> • Independently select additional tools (stamps, rollers etc.) to improve my painting. • Create patterns or meaningful pictures when printing. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on my previous learning, refining ideas and developing ability to represent them. • Create collaboratively sharing ideas, resources and skills. • Develop storylines in pretend play. • Listen attentively, move to, and talk about music, expressing feelings and 	<ul style="list-style-type: none"> • Explore different textures. • Draw with details. • Work in a group to create a box model, listening to each other's ideas about how to improve and change their model. • Explain how they have made a model and what its purpose is. • Change the tempo and dynamics whilst playing music. • Use a wide variety of instruments. • Begin to understand emotion through music and describe music in simple term e.g. 'happy', 'sad' or 'scary'. • Use familiar stories to innovate small world play with their peers 	<p>ELG: Creating with Materials:</p> <ul style="list-style-type: none"> 😊 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 😊 Share their creations, explaining the process they have used. 😊 Make use of props and materials when role playing characters in narratives and stories. <p>ELG: Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> 😊 Invent, adapt and recount narratives and stories with peers and their teacher. 😊 Sing a range of well-known nursery rhymes and songs. 😊 Perform songs, rhymes, poems and stories with others and when appropriate

				responses.	<ul style="list-style-type: none">• Use the outside areas (stage/boat/trim-trail) to act out familiar stories and change them with their peers.	try to move in time with music.
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