



EYFS



Nursery Curriculum Overview

This document sets out intended learning experiences by term. It is designed to support practitioner's planning and will be adapted flexibly to meet the needs, stages and interests of the children through short-term planning. Each area of learning continues to be scaffolded as new skills, knowledge and understanding is introduced.

Characteristics Of Effective Learning	In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are: • playing and exploring – children investigate and experience things, and 'have a go' • active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
Overarching Principles	Unique Child Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.
Play	PLAY At St. Gregory's Catholic Primary School we understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key



	We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based					
Assessment Opportunities	Displays. Baseline Assessment Wellcomm Assessments	Displays. On-going assessments through discussion with team and parents. Parents evening information. EYFS team meetings	Displays. On-going assessments through discussion with team and parents.	Displays. Ongoing assessments through discussion with team and parents. Mid-year assessments. Parents evening information.	Displays. Ongoing assessments through discussion with team and parents.	Displays. Ongoing assessments through discussion with team and parents. End of year assessments. Wellcomm end of year assessment. Summer Reports.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Predictable and Seasonal Topics/Areas of Interest NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	All About Me – Transition /Starting New Class Traditional Tales The Season of Autumn	Christmas/Nativity Story Traditional Tales The Season of Autumn Christmas traditions Winter and Christmas crafts	The Season of Winter Traditional Tales People Who Helps Us	Easter Traditional Tales Pets/animals Animal patterns	The Season of Spring Traditional Tales Growing / Planting New Life Lent and Easter	Summer Traditional Tales School Transition
Predictable Events And Activities	Settling in Birthdays Favourite Songs	Diwali Bonfire Night Advent and Christmas Nursery Rhyme Week	Chinese New Year Valentine's Day Internet Safety Day	Mother's Day Lent and Easter Shrove Tuesday Ash Wednesday	St George's Day	Sports Day-Health and Well being week Father's Day



		Remembrance Day Black History Month		World Book Day St Patricks Day		Transition Visits to School
Key Texts for Predictable topics	Incredible Me The Three Little Pigs Colour Monster Hello Autumn	Christmas Story Stick Man Gingerbread Man	Goldilocks and the Three Bears The Gruffalo Jack Frost	The Easter Story The Three Billy Goats Gruff	The Ugly Duckling Jack and the Beanstalk	The Very Hungry Caterpillar Class Book- Transition Colour Monster Goes to School

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

Whole EYFS Focus
– C&L is developed throughout

Throughout the year children will develop these listening skills:

- Responding to questions and instructions directed to them
- Following 2 part instructions
- Taking part in short exchanges with others – listening and responding to adults and peers
- Taking turns in conversation
- Express a point of view and debate with a friend or adult
- Joining in with repeated refrains in rhymes and stories/ re-tell recite some familiar songs/ rhymes/ stories

Throughout the year children will develop these speaking skills:

- Articulating and speaking clearly
- Speaking in 4-6 word sentences
- Explaining feelings in simple terms i.e. I am sad because....
- Expressing wants and needs, such as asking for particular resources
- Using simple conjunctions to connect ideas such as 'and' and 'because'
- Using some positional language
- Retelling a story/ event (not always in correct order)
- Joining in with repeated refrains in stories/ rhymes



the year through high quality interactions, daily group discussions, circle time, stories, singing and Wellcomm interventions.	Settling in activities and learning to make friends. Encouraging children to talk about experiences and activities that are familiar to them. Model talk routines throughout the day e.g. it is snack time, I have juicy apple, I have a ripe banana. Singing nursery rhymes/songs. Listening to and discussing short stories. Developing social phrases and using simple language of feelings. Building up and develop vocabulary through topics. Developing listening and concentration.	Develop vocabulary Sequencing stories (not always in order) Talking about characters in stories. Encouraging and modelling the use of vocabulary heard in stories. Respond to questions and instructions directed to them. Singing nursery rhymes/songs. Listen to and discuss short stories. Use social phrases. Listening to simple instructions. Extending vocabulary through topics. Continue to develop listening and concentration skills. Respond to adults and peers appropriately.	Hears and uses new vocabulary from stories, rhymes and poems. Joins in with familiar rhymes and stories. Singing nursery rhymes/songs. Listen to and begins to discuss longer stories and can remember much of what happens. Understands and can act on longer sentences including instructions. Understands and begins to use simple questions about 'who', 'what' and 'where'. Use social phrases. Respond to adults and peers appropriately. Contributes more in class discussion with some prompting. Using language influenced by books	Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books. Sequences stories/ events (not always in order). Identifies characters / settings/ events in stories. Joins in with familiar rhymes and stories. Understands and can act on longer sentences including instructions. Understands and begins to use simple questions about 'who', 'what' and 'where' and 'why'. Use social phrases and begin to take turns in conversations Contributes more in class discussion with some prompting.	Sequences stories/ events (not always in order). Identifies characters/settings/ events in stories. Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books. Joins in with familiar rhymes and stories. Begins to predict what might happen in stories. Can act on longer sentences including instructions with minimal prompting. Confidently asks and understands simple questions. Use social phrases and begin to take turns in conversations. Using language influenced by books	Sequences stories/ events (not always in order). Identifies characters/ settings/ events in stories. Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books. Joins in with familiar rhymes and stories. Begins to predict what might happen in stories. Can act on longer sentences including instructions. Confidently asks and understands simple questions. Use social phrases and begin to take turns in conversations. Use sentences of four to six words when talking. Contributes more in class discussion.
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				Respond to adults and peers appropriately.	and roles they are role playing. Respond to adults and peers appropriately and using talk to resolve conflicts. Contributes more in class discussion with less prompting.	Understands when asked why questions.
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Personal, Social and Emotional Development	SELF REGULATION- <i>Recognising emotions</i> <i>-Applying personalised strategies to return to a state of calm</i> <i>-Practising what calm looks and feels like in the body</i> <i>-Being able to curb impulsive behaviours</i> <i>-Being able to concentrate on a task</i> <i>-Delaying gratification</i> <i>-Persisting in the face of difficulty.</i>					
	Settling into nursery separating from main caregiver. Forming good relationships with adults and peers. Encourage to choose another child to play with. Asking an adult for help. Developing self-confidence and self-awareness. Beginning to take turns and share. Begin to manage personal needs. Talk about feelings. Modelling play and behaviour.	Securing friendships. Developing self-confidence and self-awareness Forming positive relationships with adults and peers – cooperating, sharing, turn taking and making attachments. Becoming aware of own and others feelings. Learning how to keep safe. Discussing experiences, celebrations and traditions. Become increasingly independent managing personal needs. Celebrating difference. Talk about feelings.	Managing personal needs. Selects and uses resources, with help when needed. Becoming more outgoing to unfamiliar people in the setting. Increased confidence in social situations, initiating conversations with adults and peers. Beginning to extend and elaborate play ideas. Beginning to find solutions to conflicts and rivalries. Beginning to ask appropriate questions. Talk about right and wrong.	Managing personal needs. Selects and uses resources, with help when needed. Develop appropriate ways of being assertive. Increased confidence in social situations. Initiating conversations with adults and peers. Beginning to extend and elaborate play ideas. Finds appropriate solutions to conflicts/rivalries with support.	Managing personal needs. Selects and uses resources independently. Able to play in groups, extending and elaborating play ideas. Able to manage feelings and talk about emotions. Understands how others might be feeling. Develop their sense of responsibility and membership of a community. Feel strong enough to express a range of emotions.	Independently and know why they are important. Managing personal needs. Selects and uses resources independently. Able to play in groups, extending and elaborating play ideas with different roles. Able to manage feelings and talk about emotions. Continue to develop their sense of responsibility and membership of a community. Finds appropriate solutions to conflicts/rivalries with compromise. To be ready for new experiences like starting school.



	Building on children's independence and confidence – selecting resources. Expressing emotions. Beginning to follow rules and routines. Introduction to independent snack. Hand washing regularly and toilet rules. Finding own coat and belongings and attempt own coat, shoes, wellies.	Reflecting on experiences and relate one experience to another. Taking part in small and large group activities and celebrations. We will be focusing on being kind towards our friends, initiating conversations, forming good friendships and speaking about our own needs, wants, interests and opinions and beginning to accept the need of others to take turns, share and keeping play going by responding to others. Following rules and routines with reminders. Knowing own physical limitations. Recognising clothing appropriate for cold	Looking after the environment. Show care and concern for others – plants, caterpillars. Bring pictures of pets from home. Developing social skills such as working together and helping others. Increasingly able to follow rules and routines without prompt. We will be developing a knowledge of how to care for ourselves and our pets – how to be a good pet owner.	Asking appropriate questions. Talk about right and wrong. Talk about feelings using words like 'happy', 'sad', 'angry' or 'worried'. Develop their sense of responsibility and membership of a community. Showing sensitivity and respecting others. Showing care for other living things in the environment. Seeing things from a different point of view. Increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet,	Finds appropriate solutions to conflicts/rivalries with less support. Discerning differences and similarities between people's lives. Understanding of the breadth of jobs in society. Awareness of the purpose of different jobs – looking after others, education, health, fixing things, retail etc. Follow rules and routines independently.	Understanding that different is not better or worse. Understand how others might be feeling. Respect of different cultures and religions around the World. Follow rules and routines independently. Helps to get dressed and undressed. Makes healthy choices about food, drink, activity and tooth brushing. Talk about the importance of keeping healthy.
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		weather and different weather types.		washing and drying their hands thoroughly. Begin to understand about healthy choices about food, drink and activity.		
Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Gross Motor	Use gross motor skills for building obstacle courses. Use of climbing frame. Practise throwing and catching large Ball. Practise riding the bikes and scooters Running races. Participate in games developing listening and attention skills.	Use gross motor skills for building obstacle courses. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Begin to: Skip Hop Stand on leg Hold a pose for games such as musical statues.	Use gross motor skills for building obstacle courses. Use of climbing frame. Practise throwing and catching large ball. Practise riding the bikes and scooters. Developing balancing skills.	Use gross motor skills for building obstacle courses. Use of climbing frame. Practise throwing and catching large ball. Practise riding the bikes and scooters. Gallop races. Balancing on one leg.	Use gross motor skills for building obstacle courses. Encourage children to climb and build independently. Use of climbing frame. Practise throwing and catching large Ball. Practise riding the bikes and scooters. Balancing on one leg.	Use gross motor skills for building obstacle courses. Encourage children to climb and build independently. Use of climbing frame. Practise throwing and catching large Ball. Practise riding the bikes and scooters. Balancing on one leg.



	Travelling in different ways, directions and heights e.g. crawl, stretch up high. Use large muscle movements to wave flag and streamers. Respond to physical challenges e.g. stop/go games.	Use of climbing frame. Practise throwing and catching large balls. Practise riding the bikes and scooters. Formal P.E sessions. Big movements moving to smaller movements.	Develop skill in climbing on and jumping off safely. With support collaborate to manage large items. Participate in ball games including with bats. Moving like animals- different heights, different speeds.	Begin to be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Start taking part in some group activities which they make up for themselves, or in teams. Pulling and pushing.	Pick up small buckets of water/ sand using 2 hands. Gym – climbing and balancing – using equipment. Combine different movement with ease and fluency. Responding to instructions when moving physically. Building tents and dens.	Pick up small buckets of water/ sand using 2 hands. Works with others to manage large items outside. Responding to instructions when moving physically. Combine a sequence of movements. Works with others to manage large items outside. Responding to instructions when moving physically. Combine a sequence of movements. Participate in games including team games. With developing confidence and safety use a range of large and small apparatus indoors and outside.
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						Model the vocabulary of movement – ‘gallop’, ‘slither’ – and encourage children to use it. Also model the vocabulary of instruction – ‘follow’, ‘lead’, ‘copy’ – and encourage children to use it.
Fine Motor Daily opportunities for Fine Motor Activities Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.	Pencil control:- Mark making using tools such as chunky chalks, mark makers in sand etc, predominantly using fist grip.	Pencil control:- Mark making using tools such as chunky chalks, mark makers in sand etc, predominantly using fist grip.	Pencil control:- Using mark makers with developing tripod grip and dominant hand to follow large pattern outlines.	Pencil control:- Using mark makers with developing tripod grip and dominant hand to follow large pattern outline.	Pencil control:- Using mark makers with developing tripod grip and dominant hand to form some letter shapes.	Pencil control:- Using mark makers with developing tripod grip and dominant hand to form some letter shape
	Using jugs to pour drinks. Use of funnels, water wheels and pumps. Introduction to playdough. Access to Jigsaws. Threading Making diva lamps by manipulating clay.	Safe use of scissors to cut fringe in paper Drawing circles and lines. We will be starting to give meanings to the marks that we make. Manipulating playdough using different skills of squeezing and pinching.	Use of scissors to cut through paper from one side to the other. Zig-zag patterns with writing tools. Uses one-handed tools and equipment, for example, making large snips in paper with scissors. Use a comfortable grip with developing control	Garden activities involving digging, tubs, forks. Developing skills with scissors: cutting through paper, straws and card. Clockwise and anticlockwise, up and down movements with mark making implements.	Develop fine motor co-ordination of construction kits for vehicles. Moving paper as they cut around a shape with scissors. Independently use a knife and fork. Uses a comfortable grip with good control	Cutting around a shape with scissors. Developing their small motor skills so that they can use a range of tools competently, safely and confidently. Children to be confident at manipulating playdough. Beginning to write letters or marks that can be recognised by others.



	Safe use of scissors Holding scissors correctly. Finger rhymes for dexterity & puppets. Manipulating objects with increasing control.	Making towers and constructions with small world blocks and Lego.	when holding chunky pens, pencils and paints.	Start to eat independently and learns how to use a knife and fork with developing skill. Begin to show a preference for a dominant hand.	when holding pens and pencil.	Further develop skills needed to manage the school day successfully: lining up, queuing, mealtimes, personal hygiene, develop fine motor skills including scissor skills, pencil control.
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Literacy	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)					
Retelling and recalling	Joins in with familiar rhymes and stories. Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books. Story times/ topic learning.	Joins in with familiar rhymes and stories. Singing Nursery Rhymes. Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books. Story times/ topic learning. Sequences stories/ events (not always in order). Identifies characters/ settings/ events in stories.	Joins in with familiar rhymes and stories. Singing Nursery Rhymes. Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books. Story times/ topic learning. Sequences stories/ events (not always in order). Identifies characters/ settings/ events in stories.	Joins in with familiar rhymes and stories. Singing Nursery Rhymes. Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books. Story times/ topic learning.	Joins in with familiar rhymes and stories. Singing Nursery Rhymes. Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books. Story times/ topic learning.	Joins in with familiar rhymes and stories. Singing Nursery Rhymes. Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books. Story times/ topic learning.



		Traditional Tales topic/ Story times.	Traditional Tales topic/ Story times. Knows that print carries meaning and is read, in English, from left to right.	Sequences stories/ events (not always in order). Identifies characters/ settings/ events in stories. Traditional Tales topic/ Story times. Knows that print carries meaning and is read, in English, from left to right and top to bottom.	Sequences stories/ events (not always in order). Identifies characters/ settings/ events in stories with extended conversations. Traditional Tales topic/ Story times. Knows five key concepts about print: Print has meaning Print has different purposes We read English texts from left to right and from top to bottom The names of the different parts of a book Page sequencing.	Sequences stories/ events (not always in order). Identifies characters/ settings/ events in stories with extended conversations. Traditional Tales topic/ Story times. Knows five key concepts about print: Print has meaning Print has different purposes We read English texts from left to right and from top to bottom The names of the different parts of a book Page sequencing.
SOUND DISCRIMINATION / LETTER KNOWLEDGE Phonics Lessons Child initiated learning	Pre- Phonics Environmental Sounds Draw some marks on paper, not always distinguishable.	Pre- Phonics Instrumental Sounds Draw some marks on paper, not always distinguishable.	Pre- Phonics Body Percussion Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make.	Pre- Phonics Rhythm and Rhyme/ Alliteration Spot and suggest rhymes.	Pre- Phonics Voice Sounds Hears initial sounds. Identifies sounds in words.	Pre- Phonics Oral Blending and Segmenting Can orally blend/ segment simple CVC words



				Recognise words with the same initial sound. Hears initial sounds. Identifies sounds in words. Hears some initial sounds and begins to use letters to identify meaning i.e. 'd' is for daddy. Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make	Can orally blend/ segment simple CVC words. Hears some initial sounds and begins to use letters to identify meaning i.e. 'd' is for daddy. Can draw some recognisable pictures and give meaning to the marks they make.	Hears initial sounds in words. Count or clap syllables in a word. Hears some initial sounds and begins to use letters to identify meaning i.e. 'd' is for daddy. Can copy/ write own name. Writes for a range of purposes (not always using correct letters).
Writing	Mark making using mark making tools in trays of sand etc. Using larger paintbrushes to paint with. Using chunky chalks on the ground outside.	Mark making using mark makers such as chunky chalks, paintbrushes, pens. Following large pattern Templates. Draw some marks on paper not always distinguishable	Mark making using pens/ pencils/ chalks/ paintbrushes, pens. Follows large pattern outlines such as wavy lines or straight lines / can give meaning.	Mark making using pens/ pencils/ chalks/ paintbrushes. Follows large pattern outlines such as wavy lines or straight lines / can give meaning to	Uses pens/ pencils/ paintbrushes with developing tripod grip. Can draw some recognisable pictures and give meaning to the marks they make.	Uses pens/ pencils/ paintbrushes with developing tripod grip. Form some letter shapes/ can copy or write their own name/ writes for a range of purposes



	Manipulating play dough with variety of tools. Draw some marks on paper, not always distinguishable..			the marks they make.		i.e. shopping list, letter, a picture (not always using correct letters.)
Phonics	Read Write Inc. learning flashcard pictures and letter sounds. In the Spring/Summer terms, as well as continuing with Phase 1 phonics, nursery children will be introduced to graphemes using Read, Write Inc. The children will be learning to recognise individual letter sounds and will practise pronouncing their phonemes.					
Mathematics	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	Early Mathematical Experiences / Number Rhymes Explores simple composition of number through number rhymes. Having numbers around the Nursery environment i.e. displays. Knows and sings a selection of number rhymes.	Numbers to 5 Subitise small amounts up to 3 objects. Link numeral and quantity to 3. Shape and Space Explore 2D and 3D shapes to create patterns as construction resources.	Numbers to 5 Count reliably to 5, and beginning to count beyond 5. Say one number name for each item in order– 1, 2, 3, 4, 5. Compare Quantities Sort objects by a variety of criteria.	Numbers to 5 Know the last number reached when counting a set of objects tells you how many there are ('cardinal principle'). Shape and Space Talk about and explore 2D and 3D shapes, using informal and	Numbers to 5 Solve real world mathematical problems up to 3. Experiments with own symbols and marks as well as numerals. Verbally rote count to 10. Number Patterns	Numbers to 5 and beyond Solve real world mathematical problems up to 5. Experiments with own symbol and marks as well as numerals. Verbally rote count to 10. Compare Quantities



	Numbers to 5 Practise counting aloud to 5. Show 'finger numbers' to three.	Selects Shapes appropriately i.e. triangular prism for a roof. Number Patterns Days of the week, seasons. Sequence daily events.	Describes similarities and differences.	mathematical language i.e. sides/ corners. Understand and use positional language.	Extend and create simple 'ABAB' patterns. Spotting and exploring errors in repeating patterns. Shape and Space Make comparisons between objects relating to size, length, weight and capacity.	Compares quantities by using the terms 'more than', 'less than' and 'the same'. Number Patterns Begin to describe a sequence of events (real or fictional) using words such as first, then etc...
Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
UNDERSTANDING THE WORLD Science History Geography RE (Come and See) They will begin to understand and value the differences	Past and Present History Able to say who they are and who they live with. (PSHE/ All About Me). Can talk about some members of their family. (All About Me) Culture and Community RE/ Geography	Past and Present History Comments on experiences in their own life. (Christmas, Diwali etc) Can talk about any pets they may have. (All About Me) Comments on fictional characters in stories. (Traditional Tales) Shares similarities between characters, figures or objects.	Past and Present History Comments on fictional characters in stories. (Books about animals) Shares similarities between characters, figures or objects. (different types of animal) Culture and Community RE and Geography	Past and Present History Comments on experiences in their own life. (Easter) Culture and Community RE and Geography Knows there are differences	Past and Present History Able to say who they are and who they live with (PSHE) Can talk about any pets they may have (PSHE) Can talk about some members of their family. (PSHE)	Past and Present History Can talk about some members of their family. (PSHE) Sequence family members by size and name. (baby. child, adult) (PSHE) Comments on experiences in their own life.



of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	Comments on celebrations in their own life. (All About Me) The Natural World Science and Geography Respect and care for the environment. (PSHE) Talk about what they see in their own environment (school/ home). (PSHE) Talk about and describe different types of houses, including where they live. (All About Me). Hands on exploration using senses.	(Traditional Tales/ Christmas) Culture and Community RE and Geography Comments on celebrations in their own life. (Christmas/ PSHE) Knows there are differences in what we believe. (RE-Other Faith week) The Natural World Science and Geography Changing seasons. (Christmas/ Winter) Identify suitable clothing for different weather. (Christmas/ Winter) Hands on exploration using senses.	Shows an interest in different occupations. (Animals – vets) Develop positive attitudes about differences between people. (PSHE) Shows an interest in different occupations. (People who Help us) The Natural World Science and Geography Respect and care for the environment. (Animals – habitats) Explore the world around them and how things work. (Animals – habitats) Understand the difference between plants and animals. (Animals)	between what we believe. (PSHE) Develop positive attitudes about differences between people. (PSHE) The Natural World :- Science and Geography Hands on exploration using senses. Changing seasons. (Spring) Identify suitable clothing for different weather. (Spring) Understand the difference between plants and animals. (Spring) Plant seeds and care for growing plants with support. (Spring)	Comments on experiences in their own life. (PSHE) The Natural World :- Science and Geography • Respect and care for the environment. (Recycling) • Talk about what they can see in their own environment. (Recycling) Talk about and describe different types of houses, including where they live. (PSHE) Hands on exploration using senses. Explore collections of materials and identify similar and different properties. (Recycling/ Vehicles) Explore the world around them and	Culture and Community RE and Geography Know there are some other countries/ cities. The Natural World RE and Geography Talk about what they see in their own environment. Talk about and describe different types of houses, including where they live. Changing seasons. (Summer) Identify suitable clothing for different weather. (Summer/ Seaside)
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					explore how things work. (Recycling/ Materials) Explores and talks about forces. (push and pull) (Recycling/ Vehicles)	
R.E – Come and See	Topic 1-Myself Topic 2- Welcome	Topic 2- Welcome Topic 3-Birthday (Advent /Christmas) Other Faith Week	Topic 4-Celebrating Topic 5- Gathering	Topic 6- Growing Topic 7- Good News Other Faith Week	Topic 7-Good News Topic 8- Friends	Topic 9- Our World Other Faith Week
Moral & Spiritual	Strategies for coping with frustration and making mistakes. Knowing that they are valued as part of the class.	Strategies for coping with frustration and making mistakes. Knowledge of Christmas story. Knowledge that there are different religions.	Understand the difference between fair and unfair through discussion and modelling. Discussing the wonder and beauty of the natural world – different animals.	Understanding of the difference between right and wrong. Knowing that their rights will be respected but that others also have a right to be respected. Understanding that people have different needs.	Understanding that people have different needs The wonder and beauty of the outdoors, new life and growth.	Considering the consequences of words and actions for self and others Understanding of what makes them special and unique.
Expressive Art and Design	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and					



appreciating what they hear, respond to and observe. 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.						
	Explore Colour – recognise colours / choose colours for a purpose. Can use thick paint brushes. Use glue sticks independently and glue spatulas with support. Manipulates playdough in different ways (rolls, cuts, squashes, pinches, twists). Imaginative Play Develop storylines. Plays with familiar resources. Participates in small world play related to rhymes and stories (Small world/ sand pit/ toys/resources). Music	Explore Colour – recognise colours / choose colours for a purpose. Can use thick paint brushes. Use glue sticks independently and glue spatulas with support. Manipulates playdough in different ways. (rolls, cuts, squashes, pinches, twists) Imaginative Play Develop storylines. Plays with familiar resources. Participates in small world play related to rhymes and stories. (Small world/ sand pit/ toys / resources) Music	Explore Draws potato people. (no neck or body) Draw simple things from memory. i.e. cat. Adds other materials to develop models. Beginning to weave using large outdoor shapes and large ribbons. Adds additional textures. Imaginative Play Uses own experiences to develop storylines. Create and use small world set ups (small world/ sand pit/ toys/ resources) Music Talks about how music makes them feel.	Explore Draws potato people. (no neck or body) Draw simple things from memory i.e. cat. Adds other materials to develop models. Beginning to weave using large outdoor shapes and large ribbons. Adds additional textures. Imaginative Play Uses own experiences to develop storylines.	Explore Print with blocks, sponges and fruit. Draw things that they observe. Works independently to develop basic skills. Begin experiment with mixing colours. Builds walls to create enclosed spaces, beginning to add towers etc. Imaginative play Creates their own piece of art and gives meaning. Begins to work with a friend, copying ideas and developing skills together.	Explore Print with blocks, sponges and fruit. Draw things that they observe. Works independently to develop basic skills. Begin experiment with mixing colours. Builds walls to create enclosed spaces, beginning to add towers etc. Imaginative play Creates their own piece of art and gives meaning. Begins to work with a friend, copying ideas and developing skills together.



	Responds to music – verbally and using movement. Sings in a group and tries to keep in time. (Carpet time/ routine songs)	Responds to music – verbally and using movement. Sings in a group and tries to keep in time. (Carpet time/ routine songs/ Christmas songs/ Nativity)	Sings a selection of nursery rhymes/ songs from memory. (carpet time/ routine songs)	Create and use small world set ups. (Small world/ sand pit/ toys/ resources) Music Talks about how music makes them feel. Sings a selection of nursery rhymes/ songs from memory. (carpet time/ routine songs)	(Small world/ sand pit/ toys/ resources) Music Copies basic actions and begins to learn short dance routines. Watches dances and performances. Able to name a wide variety of instruments, tambourine, maraca, triangle. Plays a given instrument to a simple beat. (Carpet time/ routine songs)	(Small world/ sand pit/ toys/ resources) Music Copies basic actions and begins to learn short dance routines. Able to name a wide variety of instruments (e.g. drum, tambourine, maraca, triangle). Plays a given instrument to a simple beat (carpet time/ routine songs).
British Values: • Democracy • Rule of Law • Liberty • Respect • Tolerance	Mutual Respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different	Rule of Law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong.	Individual Liberty We all have the right to have our own views. We are all respected as individuals.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and



	All cultures are learned, respected, and celebrated.	faiths and beliefs and for those without faith.	We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	with who we want to play with. We listen with intrigue and value and respect the opinions of others.	celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
	Class rules – rule of law Books to show positive images of gender, abilities and cultures. Different books in different languages. Familiar books such as the Gruffalo that children can recognise even if in another language. Traditional stories from around the world. Ensure all children have a voice to be heard all year Looking at different homes	5th November - Gunpowder Plot Encourage group choice and discussion about choices and maybe voting on things. Understand manners and politeness and how to be fair. Remembrance Sunday – how soldiers died for our way of life, peace & democracy Multi-cultural items to be added to the role play different ways of eating, dressing Advent & Christmas – Christian tradition Hanukkah – Jewish festival	Look at art, dance, music and how it forms part of everyday lives of people in the world. St David and St Patrick – celebrating different traditions within UK family Work on emotions, turn, taking Chinese New Year – celebrating different cultures	St George's Day – story of George and the Dragon Where do our food and clothes come from? How to support other countries (we all need each other) democracy & rule of law Celebrate uniqueness – talk about differences Easter-Christian Traditions From traditional tales the children will be learning about safety and excellent moral	Celebrate our natural world and how we can look after it. Be part of the wider community fund raiser for charities.	Learning about different countries, foods and languages – mutual respect & tolerance



		Diwali - celebrating Diwali as a Hindu festival; trying different foods.		values that arise from the tales, such as not talking to strangers, not going into stranger's homes and not taking other people's belongings.		
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