

Tower Hill

Early Years Curriculum



Early Years Curriculum

		Autumn 1: Theme: All about me.	Autumn 2:Theme: Celebrations	Spring 1: Healthy Me	Spring 2:Seasons	Summer 1: Growing	Summer 2:Changes/ Animals
CLL	Nursery Devel Matters (3-4 years)	<u>Listening, Attention and Understanding</u> Children will point out objects/pictures in a story. <u>Speaking</u> Children will know and retell the story 'Rosie's Walk'. Children will know and use vocabulary linked to their theme 'Me!' including family, home, and friends.	<u>Listening, Attention and Understanding</u> Children will understand 'what' questions. <u>Speaking</u> Children will know and retell the story 'Shark in the Park.' Children will know and use vocabulary linked to their theme ' Celebrations!' including celebrate, decoration, Diwali, Christmas.	<u>Listening, Attention and Understanding</u> Children will understand 'where' questions. <u>Speaking</u> Children will know and retell the story 'We're Going on a Bear Hunt'. Children will know and use vocabulary linked to their theme: Healthy Me: including 'Happy, sad, angry, excited'	<u>Listening, Attention and Understanding</u> Children will understand 'when' questions. <u>Speaking</u> Children will know and retell the story 'Come on Daisy'. Children will know and use vocabulary linked to their theme 'Seasons!' including Autumn, Winter, Spring, Summer.	<u>Listening, Attention and Understanding</u> Children will understand 'who' questions. <u>Speaking</u> Children will know and retell the story 'The Enormous Turnip' Children will know and use vocabulary linked to their theme Growing: 'Plant, seed, bean, grow, big, bigger, small, smaller'	<u>Listening, Attention and Understanding</u> Children will understand and answer 'why' questions. <u>Speaking</u> Children will know and retell the story 'Dear Zoo' Children will know and use vocabulary linked to their theme 'Amazing Animals!' including wild, pet, habitat, wildlife.
<u>Observational Checkpoint:</u> Can children shift focus from one task to another if you fully obtain their attention? Can children use sentences of four to six words? Can children join sentences using 'because', 'or', 'and'. Can children use future and past tense? Can children answer a simple 'why' question?							

	Reception	<u>Listening, Attention and Understanding</u> Children will listen carefully to a story. Children will ask what questions. <u>Speaking</u> Children will know and retell ‘Owl Babies’. Children will know and use vocabulary linked to their theme ‘Marvellous Me!’ including special, unique, similar, and different.	<u>Listening, Attention and Understanding</u> Children will join in with repeated refrains in a story. Children will ask who questions. <u>Speaking</u> Children will know and retell ‘The Christmas Story’. Children will know and use vocabulary linked to their theme ‘Celebrations!’ including tradition, Hanukkah, religion.	<u>Listening, Attention and Understanding</u> Children will talk about key events in a story. Children will ask when questions. <u>Speaking</u> Children will know and retell ‘Where the Wild Things Are’. Children will know and use vocabulary linked to their theme ‘Healthy Me’: healthy, plaque, zones of regulation, Children will express ideas using past and present tense.	<u>Listening, Attention and Understanding</u> Children will identify the main characters in the story and talk about their feelings. Children will ask where questions. <u>Speaking</u> Children will know and retell ‘The tortoise and the hare’ Children will know and use vocabulary linked to their theme ‘Seasons’	<u>Listening, Attention and Understanding</u> Children will link events in a story to their own experiences. Children will ask why questions. <u>Speaking</u> Children will know and retell ‘Jack and The Beanstalk’. Children will know and use vocabulary linked to their theme Growing: including, seed, roots, shoots, develop, emerge’	<u>Listening, Attention and Understanding</u> Children will ‘hot seat’ characters from a story. <u>Speaking</u> Children will know and retell ‘The Very Hungry Caterpillar’. Children will know and use vocabulary linked to their theme Animals: minibeast, habitat life cycles, nocturnal, hibernate. Children will express ideas using past and present tense.
<u>Listening, Attention and Understanding:</u> 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. <u>Speaking:</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.							
		<u>Progression to year 1</u> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. Discuss the significance of the text’s title and events. Recite some poems and rhymes by heart. Participate in discussion about what is read to him/her, taking turns and listening to what others say. Explain clearly his/her understanding of what is read to him/her. Say out loud what he/she is going to write about. Compose a sentence orally before writing it. Discuss what he/she has written with the teacher or other pupils . Read aloud his/her writing clearly enough to be heard by the group and the teacher. Recognise and use language relating to dates, including days of the week, weeks, months and years. Use the language of time (including telling the time throughout the day first using o'clock and then half past). Describe position, direction and movement, including whole, half, quarter and three-quarter turns e.g. left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside. Discuss and solve problems in familiar practical contexts, including using quantities, also problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than. In working scientifically, ask simple questions and recognise that they can be answered in different ways. Ask people questions; talk about what he/she has found out and how he/she found it out; communicate his/her findings in a range of ways and begin to use simple scientific language.					

PSED	Nursery Devel Matters (3-4 years)	<u>Self-Regulation</u> Children will separate from main carer to come into nursery. <u>Managing Self</u> Children will know the class rules, know why they are important and follow them inc: - Looking eyes - Listening ears - Good sitting - Lips closed. Children will know the rules and not always need an adult to remind them. Children will know to wash and dry their hands before eating and after using the toilet. Children will be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. <u>Building Relationships</u> Children will know how to play alongside each other.	<u>Self-Regulation</u> Children will know what adults can help them in nursery. <u>Managing Self</u> Children will know how to look after resources using the rhyme 'Choose it, use it, put it away'. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Children will know to drink water to be healthy. <u>Building Relationships</u> Children will know how to play partner games. Children will begin to Show more confidence in new social situations.	<u>Self-Regulation</u> Children will begin to use Zones of Regulation to identify feelings. <u>Managing Self</u> Children will know examples of healthy food. and Make healthy choices. Children will know to brush their teeth to be healthy. Children will know to exercise to be healthy. <u>Building Relationships</u> Children will share resources and play in a group.	<u>Self-Regulation</u> Children will show confidence walking around our local area. Children will develop a sense of being part of the local community. <u>Managing Self</u> Children will understand what trust is and who they can trust . Children will know how to react if you are unsafe. Children will know how to stay safe around electricity and how to stay safe in their home. <u>Building Relationships</u> Children will take turns whilst playing and waiting patiently to have a go.	<u>Self-Regulation</u> Children will continue to develop understanding of zone sof Regulation to identify feelings <u>Managing Self</u> Children will know how to calm themselves by stopping and taking deep breaths. Children will know what to do if they hurt themselves and how to seek support. <u>Building Relationships</u> Children will talk about their feelings using words such as happy, sad, angry or worried. Children will consider the feelings of others and begin to understand how others might feel.	<u>Self-Regulation</u> Children will show confidence during an off site visit. <u>Managing Self</u> Children will know how to independently use the toilet. Children will be able to follow a 2 step instruction. <u>Building Relationships</u> Children will know how to listen to a friend and agree a compromise. They will help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas Children will develop appropriate ways of being assertive.
		<u>Observational Checkpoint:</u> Can children share and take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can children settle at activities for a while? Can children play alongside others? Can children take part in pretend play, taking on a role such as Mummy or Daddy? Can children take part in pretend play with different roles such as the Gruffalo? Can children negotiate solutions to conflicts in their play?					

Reception Devel Matters (Reception)	<u>Self-Regulation</u> Children will see themselves as valued individuals and as unique by sharing their hobbies and interests. Children will understand that we all have similarities and differences and that makes us special. <u>Managing Self</u> Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene. <u>Building Relationships</u> Children will know how to identify/express their feelings, using books such as ‘The Colour Monster’ to support understanding. And consider the feelings of others. <u>Family</u> Children will be able to name and describe the different members of our families. To understand that all families are valuable and special.	<u>Self-Regulation</u> Children will know how to be helpful by taking on jobs such as serving snack and washing up. <u>Managing Self</u> Children will know the school rules. Children will understand that we have rules to keep everything fair, safe and enjoyable for everyone. Know and talk about the different factors that support their overall health and wellbeing: Children will know how healthy eating is important for their health and that having a naturally colourful diet is one way to try and eat healthily, <u>Building Relationships</u> Children will know how to listen to others with respect. Children will know that we share toys so that everyone feels involved and no one feels left out or upset. Children will understand how to be a good friend.	<u>Self-Regulation</u> Children will be able to identify feelings using Zones of Regulation Children will know the effects of their behaviour on others. Children will learn strategies for managing their emotions <u>Managing Self</u> Know and talk about the different factors that support their overall health and wellbeing: Children will know how regular teeth brushing is important for their health. Children will know how to persevere in the face of a challenge. They will know to give it another a go. <u>Building Relationships</u> Children will know how to treat others in our class using the statement ‘Kind hands and kind words’. <u>.Links to Mental Wellbeing:</u> To name some different feelings and emotions. To know that I am a valuable individual. To know that facial expressions can give us clues as to how a person is feeling. To know that I can learn from my mistakes. To know some strategies to calm down.	<u>Self-Regulation</u> Children will use strategies for managing their emotions Children will know how to Identify and moderate their own feelings socially and emotionally. <u>Managing Self</u> Know and talk about the different factors that support their overall health and wellbeing: Children will know what a sensible amount of screen time is and why this is important for their health. <u>Building Relationships</u> Children will be able to describe what makes a good friend including attributes such as listening and sharing. They will be able to build constructive and respectful relationships.	<u>Self-Regulation</u> Children will use strategies for managing their emotions <u>Managing Self</u> Know and talk about the different factors that support their overall health and wellbeing: Children will know about the importance of a good sleep routine for their health. Know and talk about the different factors that support their overall health and wellbeing: Children will know how regular exercise is important for their health. Children will know that exercise means moving our body and it is important. To know that yoga can help our bodies and minds relax. <u>Building Relationships</u> Children will know how to express their opinion and understand it is okay to have a different opinion to their friends. Children will be able to share their experiences with friends and families. <u>Being safe online:</u> Children will know that some rules are in place to keep us safe. Children will gain an understanding of why it is important to stay safe online.	<u>Self-Regulation</u> Children will know how to show perseverance and resilience and overcome challenges. <u>Managing Self</u> Children will know how to be a safe pedestrian and why this is important. Children will be able to follow a 3 step instruction. <u>Building Relationships</u> Children will know how to resolve a problem by talking it through with a friend or adult. <u>Respectful relationships.</u> To understand that different people like different things. To understand that all people are valuable. To know that it is important to help, listen and support others when working as a team. To know that it is important to tell the truth
<u>Self-Regulation:</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability. <u>Managing Self:</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <u>Building Relationships:</u> 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.						

	<u>Progression to year 1</u> Know what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. Talk about good and not so good feelings and used vocabulary to describe his/her feelings to others. Use simple strategies for managing feelings. Know the importance of and how to maintain personal hygiene. Name the main parts of the body (including external genitalia). Understand that household products, including medicines, can be harmful if not used properly. Know rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety). Know who to talk to if I am worried and how to attract their attention, ways that pupils can help these people to look after them. Know some things I can do to help people look after me. Recognise that he/she shares a responsibility for keeping his/herself safe; know when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'. Communicate his/her feelings to others Learn to recognise how other feel and how to respond. Listen to others . Play and work with others. Know that his/her behaviour can affect other people. Learn to identify and respect the differences and similarities between people. Identify special people (family, friends, carers) , talk about what makes them special and how special people should care for one another. Know the difference between secrets and surprises and the importance of not keeping secrets that makes them feel anxious or uncomfortable. Judge what kind of physical contact is acceptable, comfortable and how to respond. (inc who to tell). Recognise when people are being unkind and know some ways to respond, who to tell and what to say. Recognise what is fair and unfair, kind and unkind, what is right and wrong. Share their idea on things that matter to them. Contribute to the life of the classroom. Help construct follow, group and class rules and to understand how these rules help me. Know that he/she belongs to various groups and communities such as family and school. Know that he/she is unique. Know that money comes from different sources and can be used for different purposes. Show an understanding that people and other living things have needs.
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PD	Nursery Devel Matters (3-4 years)	<u>Gross Motor</u> Children will know how to ride a scooter. <u>Fine Motor</u> Children will explore large mark making to develop cross the mid-line movements.	<u>Gross Motor</u> Children will know how to ride a tricycle. <u>Fine Motor</u> Children will know how to zip up their coat.	<u>Gross Motor</u> Children will know how to throw a ball. <u>Fine Motor</u> Children will know how to use hammers to hit a large headed nail.	<u>Gross Motor</u> Children will know how to climb using alternate feet. <u>Fine Motor</u> Children will know how to use loop scissors to make snips in paper.	<u>Gross Motor</u> Children will know how to skip, hop and stand on one leg. Balancability <u>Fine Motor</u> Children will know how to use a comfortable grip when holding a pencil.	<u>Gross Motor</u> Children will know how to work together to carry large items such as planks of wood. <u>Fine Motor</u> Children will show preference for a dominant hand.
		<u>Observational Checkpoint:</u> Can children make 'cross the mid-line' marks on vertical surfaces? Can children move in a range of ways including hopping, climbing and balancing? Can children work in groups/teams? Can children use one-handed tools such as scissors or a hammer? Do children have a comfortable grip when using pens/pencils? Are children independent in dressing themselves?					

	REC Devel Matters (Receptio n)	<u>Gross Motor</u> Children will know how to hop, skip and jump. <u>Fine Motor</u> Children will know the correct pencil grip and posture for writing. Children will know how to correctly form the letters m,a,s,d. <u>Gymnastics skills focus:</u> Children will create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment. <u>Rolls</u> Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll <u>Jumps</u> Straight jump Tuck jump Jumping Jack Half turn jump	<u>Gross Motor</u> Children will know how to ride a balance bike following the balance ability programme. <u>Fine Motor</u> Children will know how to do up and undo buttons. Children will know how to correctly form the letters t, i, n, p, g, o. <u>Gymnastics skills focus:</u> Children will be build on prior skills and create a sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment. <u>Handstands and Cartwheels</u> Bunny hops <u>Travelling and linking actions</u> Tiptoe, step, jump and hop Hopscotch <u>Shapes and Balances</u> Standing balances	<u>Gross Motor</u> Children will know how to ride a balance bike following the balance ability programme. <u>Fine Motor</u> Children will know how to use a knife and fork. Children will know how to correctly form the letters c, k, u, b, f, e. <u>Dance Skills focus</u> Children will join a range of different movements together. Change the speed of my actions. Change the style of my movements. Create a short movement phrase which demonstrates my own ideas. Can I: Control my body when performing a sequence of movements.	<u>Gross Motor</u> Children will know how to kick and pass different sized balls. <u>Fine Motor</u> Children will know how to use two-hole scissors to make snips in paper. Children will know how to correctly form the letters l, h, r, j, v, y. <u>Dance Skills focus</u> Can I? Join a range of different movements together. Change the speed of my actions. Change the style of my movements. Create a short movement phrase which demonstrates my own ideas. Can I: Control my body when performing a sequence of movements.	<u>Gross Motor</u> Children will know how to throw and catch different sized balls. <u>Fine Motor</u> Children will know how to thread and sew. Children will know how to correctly form the letters w, z, x, q. <u>Athletics skills focus.</u> Can I? Run in different ways for a variety of purposes. <u>Jumping</u> Can I? Jump in a range of ways, landing safely. <u>Throwing</u> Can I? Roll equipment in different ways. Throw underarm. Throw an object at a target. <u>Compete/Perform</u> Can I? Control my body when performing a sequence of movements. Participate in simple game	<u>Gross Motor</u> Children will know how to bat and aim using different sized balls. <u>Fine Motor</u> Children will know how to use two-hole scissors to cut along lines. Children will know how to correctly form capital letters. <u>Sports and games skills focus.</u> <u>Striking and hitting a ball</u> Can I: Hit a ball with a bat or racket. <u>Throwing and catching a ball</u> Can I: Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands. <u>Travelling with a Ball</u> Can I: Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball. <u>Passing a Ball</u> Can I: Kick an object at a target. <u>Using Space</u> Can I: Move safely around the space and equipment. Travel in different ways, including sideways and backwards. <u>Attacking and Defending</u> Children will be able to play a range of chasing games. <u>Tactics and rules</u> Children will follow simple rules.
		<u>Gross Motor:</u> 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. <u>Fine Motor:</u> 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.					
		<u>Progression to year 1</u> Begin to understand moving at different levels; low, medium, high, elevated. Begin to move with different speeds. Begin to handle a ball with some confidence. Stop a ball with some control. Send a ball in the direction of another person. Prepare his/her body to receive a ball. Copy and explore basic movements. Balance with some control. Begin to move in different directions. Begin to explore ways to balance when stationary. Run and recognise when I'm running at different speeds. Jump from a standing position from one spot to another, beginning to think about the position of his/her feet. Attempt to jump over small obstacles, beginning to think about the position of his/her feet.					

Literacy	Nursery Deve Matters (3-4 years)	<u>Comprehension</u> Children will know the logos for local supermarkets. Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary. <u>Word Reading</u> Children will spot and suggest rhymes. <u>Writing</u> Children will know how to draw horizontal lines.	<u>Comprehension</u> Children will know a range of signs including bus stop, parking, stop. Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary. <u>Word Reading</u> Children will clap syllables in a word. <u>Writing</u> Children will know how to draw vertical lines.	<u>Comprehension</u> Children will know print has different purposes by exploring menus, magazines, newspapers, labels. Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary. <u>Word Reading</u> Children will know familiar words with the same initial sound such as mum and milk. <u>Writing</u> Children will know how to draw circles.	<u>Comprehension</u> Children will know the names of different parts of a book including the cover, title, author. Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary. <u>Word Reading</u> Children will know the RWI pictures for m, a, s, d, t, i, n, p, g, o, c, k. <u>Writing</u> Children will know how to draw diagonal lines.	<u>Comprehension</u> Children will know how to turn the pages of a book carefully. Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary. <u>Word Reading</u> Children will know the RWI pictures for u, b, f, e, l, h, r, j, v, y, w, z. <u>Writing</u> Children will write the initial sound in their name.	<u>Comprehension</u> Children will know how to read from left to right and top to bottom. Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary. <u>Word Reading</u> Children will know the RWI pictures for sh, th, ch, qu, ng, nk. <u>Writing</u> Children will write their name using a name card to support (tracing over)
		<u>Observational Checkpoint:</u> Can children identify a range of different signs? Do children know how to handle a book and turn the pages one at a time? Can children identify rhymes and clap syllables? Can children talk to an adult about a story that they have enjoyed? Can children write their name?					

	Reception Develop matters: Rec/ELG. Comprehension Children will read and re-read a selection of books, developing the skills of fluency, understanding and enjoyment. Word Reading Children will know the sounds m,a,s,d,t,i,n,p,g,o,c,k,u,b,f,e, RWI Set 1 sounds A group. Children will hear and identify initial sounds in words. Children will know sight words: l,the, of, to, my Writing Children will develop the correct pencil grip. Children will trace patterns to develop pencil control. Children will know how to write their name using a name card to support where needed.	Comprehension Children will read and re-read a selection of books, developing the skills of fluency, understanding and enjoyment. Word Reading Children will know the sounds m,a,s,d,t,i,n,p,g,o,c,k,u,b,f,e,l,h, r,j,v,y,w,z,x) RWI Set 1 sounds B group. Children will blend known sounds in words. Children will know sight words:no, put, for,he. are Children can segment words with –s /s/ added at the end (eg: hats sits) (in line with their phonics knowledge) Children can segment words with words ending in s /z/ (his) and with –s /z/ added at the end (bags cats) in line with their phonics knowledge) Writing Children will know how to correctly form the letters c,a,o,q,g,d,e,s,f. Children will know how to write their name independently. Children will know how to write initial sounds.	Comprehension Children will read and re-read a selection of books, developing the skills of fluency, understanding and enjoyment. Word Reading Children will read and correctly form the sounds qu, ch, th, sh, ng, nk. Children will blend known sounds in words. Children will know sight words: Writing Children will know how to correctly form the letters l,i,j,t,u,y Children will know how to write CVC/CVCC words.	Comprehension Children will read and re-read a selection of books, developing the skills of fluency, understanding and enjoyment. Word Reading Children will read and correctly form the sounds ay, ee, igh, ow, oo (short), oo (long). Children will blend known sounds in words. Children will know sight words: Writing Children will know how to correctly form the letters r,m,n,h,b,k,p. Children will know how to write a short phrase.	Comprehension Children will read and re-read a selection of books, developing the skills of fluency, understanding and enjoyment. Word Reading Children will read and correctly form the sounds ar, or, air, ir, ou, oy. Children will blend known sounds in words. Children will know sight words: Writing Children will know how to correctly form the letters v,w,x,z. Children will know how to write a short sentence.	Comprehension Children will read and re-read a selection of books, developing the skills of fluency, understanding and enjoyment. Word Reading Children will sound and blend words with RWI set 1 and 2 sounds. Children will know sight words: Writing Children will refine letter formation for all letters targeting individual needs of the children. Children will know how to read what they have written to check it makes sense.
Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.						

Progression to year 1

Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others. Spell words containing each of the 40+ phonemes already taught. Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes. Spell a few common exception words (e.g. I, the, he, said, of). Spell some common exception words. Spell the days of the week. Name the letters of the alphabet in order. Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound • Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. Add prefixes and suffixes using the prefix un-. Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest. Apply simple spelling rules and guidance, as listed in (English Appendix 1). Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash). Sit correctly at a table, holding a pencil comfortably and correctly. Form most lower-case letters correctly. Form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these • Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher. Write down one of the sentences that he/she has rehearsed. Write sentences, sequencing them to form short narratives (real or fictional). Write sentences by re-reading what he/she has written to check that it makes sense. Discuss what he/she has written with the teacher or other pupils. Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher. Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun. Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper. Understand how the prefix unchanges the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat. Understand how words can combine to make sentences. Join words and clauses using and. Separate words with spaces. Use capital letters and full stops to demarcate sentences in some of his/her writing. Begin to punctuate work using question marks and exclamation marks. Use a capital letter for names of people, places, the days of the week, and the personal pronoun I. Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark.

Maths

Nur

Number

Children will rote count to 5.

Numerical Patterns

Children will sort by colour, size and object.

Children will sequence events using language including first, then and after.

Children will identify patterns around them such as stripes on clothes.

Number

Children will count to in correspondence to 5.

Numerical Patterns

Children will compare big and small.

Children will identify a circle, square and triangle.

Children will use language including sides, corners, straight, flat and round.

Number

Children will count in correspondence to 5, knowing that the total is 5.

Children will show 'finger numbers' up to 5.

Numerical Patterns

Children will use language including tall, long, short.

Children will identify a cube.

Number

Children will rote count to 10.

Children will identify more/less.

Numerical Patterns

Children will use positional language including on top, under, next to and behind.

Children will match objects that are the same.

Number

Children will count in correspondence to 10.

Children will subitise to 3.

Numerical Patterns

Children will use language including light, heavy, full and empty.

Children will make shape pictures using a tangram.

Children will solve real world mathematical problems with numbers up to 5.

Number

Children will count recognise numbers 1, 2 and 3.

Numerical Patterns

Children will make an AB repeating pattern.

Children will notice and correct an error in a repeating pattern.

Children will discuss routes and locations using words such as 'in front of' and 'behind'.

Observational Checkpoint: Can children subitise to 3? Can children count in correspondence to 5? Can children rote count beyond 5? Can children compare quantities, size, length, weight and capacity? Can children talk about 2D and 3D shapes? Can children use positional language? Can children select shapes appropriately? Can children create a repeating pattern?

Children's mathematical learning will be guided by the White Rose Maths scheme for Reception. With enhancements from NCETM for hands-on physical exploration of mathematical concepts.

	Reception Develop matters: Rec/ELG. . Links to the National curriculum History, Geography, Science, computing and RE.	Past and Present: Children will know how they have changes from being a baby to being their current age in Reception class. Children will know who Florence Nightingale is and why she is important. People and Communities:Children will know that the green on a globe is the land and the blue is the sea. Children will know that a globe shows different countries around the world. Children will identify the different weather in Autumn. The Natural World: Children will learn about different body parts and what they are used for, as well as how our bodies change from when we are a baby. Children will consider how and why we are all unique and different from one another. Children will know the 5 senses. Children will know this time of year is Autumn. People, Culture and Communities: Children will know what is special to them and their families. Computing:	Past and Present: Children will explore images, stories and artefacts from the past. Children will know that Remembrance Sunday is to honour the soldiers that died at war. People and Communities: Children will know how people in different countries celebrate Christmas. Children will know that Cramlington is in England. The Natural World: Children will know the names of the 4 seasons and weather associated with them. Children will observe how a tree has changed over the 4 seasons. Children will know where food they eat comes from, as well as what forms a healthy diet. They will begin to think about how animals are used in food production. Also they will begin measuring skills when learning about ingredients used in different food products. People, Culture and Communities: Children will know the story of Diwali. Children will know the Christian Christmas story. Computing: Children will know how to use keys on a keyboard to type their name. Children will gain an understanding of instructions and how this is called programming in Computing.	Past and Present: Children will know Mary Anning is and why she is important. People and Communities: Children will know where our School is in Cramlington. Children will explore ariel pictures of our school and identify key features. Children will identify key features they pass on their journey to school. Children will identify typical weather in winter. The Natural World: Children will discover, with their senses, the materials around them every day. Children can begin to use vocabulary to describe different materials and also learn how and why materials can change. Children will identify plastic and metal. Children will know what material a magnet picks up. Children will know that this time of year is Winter. Children will explore floating and sinking. Children will melt and solidify different substances such as butter and chocolate. Children will explore the strength of materials and make a house for the 3 Little Pigs.	Past and Present: Children will know who David Attenborough is and why he is important. People and Communities: Children will know that we don't have certain animals in England and will compare this to Africa. Children will identify typical weather in Spring. The Natural World: Children will observe the changes and growth of chicks. Children will know the life cycle of a chick. Children will learn about insects and their habitats. Children will know the different types of animals and different habitats around the world, including those that live on a farm. Children will know that this time of year is Spring. People, Culture and Communities:Children will name and explain the purpose of a church. Computing: Children will learn the first skills of computer programming. They will learn how to programme a Beebot. They will be able to apply their knowledge of positional language as they explore directional arrows.	Past and Present: Children will know that the past is anything before the current day. Children will know that the present is now. People and Communities: Children will know we can only grow certain fruit and vegetables in England. The Natural World: Children will Learn about how plants are made, where they come from and how to look after them. They will know why plants are so important and learn some key vocabulary about different parts of plants. Children will know the life cycle of a sunflower. Children will know how to care for a plant. Children will Know how waves wash away the beach. We will measure out footprints in the sand and build amazon sandcastle creations. Children will know that some animals can live under water. People, Culture and Communities:Children will name and explain the purpose of a mosque. Computing: Children will be able to explore the concept of data. They will learn how to categorise objects and record this.	Past and Present: Children will look at images of transport from the past and identify similarities and differences. Children will look at images of seaside holidays from the past and present and identify similarities and differences. People and Communities: Children will identify similarities and differences between life in Cramlington and life in Africa. Children will identify typical weather in Summer. The Natural World: Children will know that this time of year is the Summer. Children will explore forces. They will know the forces of push, pull, float, sink Children will learn some facts about space. eg: there are 8 planets in the solar system. Children will learn about non-living things and machinery and how it makes it easier for humans to complete certain jobs. think about different types of transport and how we use these. People, Culture and Communities: Children will know what the bible is. Computing: Children will know how to ask Google/Siri/Alexa a question using dictation. Children will know how to use a computer programme/app to make digital art using an art/creative programme.
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		Children will explore the different concepts of a computer. They will be able to explain what a computer is. They will know how to log in using a simple pin and explain what a mouse is. Children will develop basic mouse skills.	Can I follow instructions? Can I give simple instructions? Can I give dressing up instructions? Can I debug? Can I make predictions?	People, Culture and Communities: Children will know the Easter Story. Computing: Children will explore the concept of hardware through physical exploration. They will tinker with hardware, exploring the way it is built and how it is put together through a tinker table. Children will know where technology can be found in their immediate world and the wider world. Children will be able to take a photograph and use these photographs to make a pic collage/photo album.		Children will learn that there are a variety of different ways to record data lots of different things that can be recorded eg: traffic survey, yes/no answers to questions.	
Observation checkpoint: Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. People Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction text and maps. Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explaining some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and maps. The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Knows 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 changing and states of matter.							
<u>Progression to Year 1:</u> Understanding the World underpins the learning that leads into the National Curriculum subjects of Geography, History, Re, Computing and Science. Distinguish between an object and the material from which it is made. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Observe changes across the four seasons. Describe seasonal weather changes. Observe and describe weather associated with the seasons and how day length varies. Ask simple geographical questions e.g. what is it like to live in this place. Use simple maps of the local area e.g. large scale, pictorial etc Use locational and directional language e.g. near and far, left and right to describe the location of features and routes. Link his/her own home with other places in the same local community. Know about some present changes that are happening in the local environment e.g. At school. Use simple fieldwork to study the geography of the school. Ask simple geographical questions e.g. what is it like to live in this place. Explain how he/she has changed since he/she was born. Place known events and objects in chronological order. Sequence events and recount changes within memory.							

Expressive arts and design.	Nursery Develop matters 3-4years. Links to the National curriculum for year 1 progression: Art, design and music.	Being Imaginative: Children will learn nursery rhymes: -5 Little Ducks. -Humpty Dumpty -Twinkle Twinkle little star/chocolate bar. Children will listen to different musical instruments. Creating with materials: Children will do large scale drawings/paintings. Children will use pencils to free draw. Seasonal crafts: Natural Autumn items will be used to create collages, for printing etc. Scribble matters: Children will do observational drawings.	Being Imaginative: Children will learn the nursery rhymes: -Hickory Dickory Dock. -5 little speckled frogs. -Baa Baa black sheep/pink Sheep. Creating with materials: Children will paint on a flat surface and an easel. Children will explore and recreate art in the style of Jackson Pollock. Christma Crafts: Handprint art and Christmas wreaths.	Being Imaginative: Children will learn the nursery rhymes: -5 little ducks -If your happy and you know it. -Incy Wincy spider/tree (snow) alternative. Children will draw to represent ideas like movement and loud noises. Creating with materials: Children will explore colour mixing. Children will use pencils to draw closed shapes such as squares and rectangles. Scribble matters: Children will do observational drawings.	Being Imaginative: Children will learn the nursery rhymes: -5 current buns. -3 blind mice -Old Mcdonald had a farm. Creating with materials: Children will explore painting with a range of tools such as cotton buds, vegetables, toothbrushes etc. Children will explore and make art in the style of Piet Mondrian.	Being Imaginative: Children will learn the nursery rhymes: -5 Little Men in a Flying Saucer. -Jack and Jill. -Miss Polly had a Dolly. Children will play sound matching games. Creating with materials: Children will explore painting on a range of different surfaces such as tin foil, cling film, sugar paper etc. Scribble matters: Children will do observational drawings.	Being Imaginative: Children will learn the nursery rhymes: -5 Little Monkeys Jumping on the Bed. -Polly Put The Kettle on. -The Wheels on the Bus. Children will play a range of instruments to express their feelings and ideas. Creating with materials: Children will explore various painting techniques such as splatter painting, bubble painting, straw painting, Printing etc. Children will explore and make art in the style of Andy Goldsworthy.
	Observational Checkpoint: Can children take part in pretend play? Can children create using different media and materials? Can children develop their own creative ideas by drawing and painting? Can children perform a range of songs? Can children play instruments to express their own ideas?						

	Reception Develop matters: Rec/ELG. Links to the National curriculum for year 1 progression: Art, design and music.	Being Imaginative: Children will know the nursery rhymes/songs: -Everywhere we go. (call and response). -Cauliflowers Fluffy. Creating with Materials: Children will know how to mix primary colours to make secondary colours using poster paints. Exploring mark making and using the language of texture, children use wax crayons to make rubbings and chalk on different surfaces. They use felt tips to explore colour and pencils to create drawings. Seasonal crafts Autumn Autumn wreaths Using natural items to create Autumnal wreaths. Can I explore the difference between fruits and vegetables and learn how to make a soup? Can I explore fruits and vegetables and the differences between them? Can I explore a pumpkin and describe it using senses? Can I design a fruit and vegetable soup recipe? Can I learn how to use a knife safely? Can I safely use tools to prepare ingredients? Can I design food packaging? Scribble matters: Children will do observational drawings: Children will know how to draw a person-head, body,arms,legs and facial features. Music: Children will explore sound.	Being Imaginative: Children will know the nursery rhymes/songs: -Away in a Manger. -Little Donkey. Children will listen to a variety of musical instruments. Identifying similarities and differences between them. Creating with Materials: Children will make fruit and vegetable portraits in the style of Guiseppe Arcimboldo. Children will know which glue or tape to use for their chosen purpose. Christmas Salt dough decorations Creating and decorating Christmas tree decorations. Winter Threaded snowflakes Using threading skills to create snowflakes with pipe cleaners and beads. Creating child-led paintings using fingers and natural items as tools, children learn that colours can be mixed and that paintings can be abstract or figurative. They make collages and explore different techniques for using paint when creating splatter pictures. Music:Children will explore different types of Celebration music.	Being Imaginative: Children will know the nursery rhymes/songs: -Row, Row, Row your boat. -Early in the Morning, Children will know how to tap/clap along to a rhythm. Creating with Materials: Children will know how to make 2D collages. Children will explore and make art in the style of Henry Matisse. Children will know how to make a I-brace join. Manipulating playdough and clay to make animal sculptures and their own creations, children begin to use language associated with forces: push, pull, twist etc. They create natural landscape pictures using items they have found outdoors. Scribble matters: Children will do observational drawings. Children will know how to draw a person-head, body,arms,legs and facial features. Music: Children will explore musical stories.	Being Imaginative: Children will know the nursery rhymes/songs: -I went to the animal fair. -The animals went in two by two. Children will experiment with different ways of playing instruments. Children will join in with choreographed dances. Creating with Materials: Children will know how to use and mix watercolour paints. Children will know how to use different techniques to make 3D collages. Children will know how to make a slot join. Spring Sun catcherCollecting flower petals to create card suncatchers. Can I combine materials and learn about different types of joins? Can I explore and investigate the tools and materials in the junk modelling area? Can I investigate cutting materials? Can I learn how to plan and select the correct resources needed? Can I verbally plan and create a junk model? Can I share a finished model and talk about the processes? Can I explore different ways to temporarily join materials together? Music: Children will explore music and movements.	Being Imaginative: Children will know the nursery rhymes/songs: -Here we go round the mulberry bush. -Mary Mary quite Contrary. Children will know how to match a pitch. Creating with Materials: Children explore and create art in the style of Georgia O’Keefe. Children will know how to make a tab join. Focussing on process over product, children develop their cutting, threading, manipulation and joining skills in this unit which culminates with designing a flower for a class flower garden. Scribble matters: Children will do observational drawings. Children will know how to draw a person-head, body,arms,legs and facial features. Music:Children will explore big band music.	Being Imaginative: Children will know the nursery rhymes/songs: -A sailor went to sea, sea, sea. -There’s a hole in the bottom of the sea. Children will know how to perform their own dances using steps and techniques that they have learned. Creating with Materials: Children will know how to make different shades of the same colour. Can learn what is meant by ‘waterproof’ ‘sinking’ and ‘floating’? Can I understand what waterproof means and test whether materials are waterproof? Can I make predictions for which materials float or sink? Can I learn about different features and structures of boats and ships? Can I investigate how the shape and structure of boats affect the way they move? Can I design a boat? Can I create a boat based upon their own designs? Salt painting Creating bold paintings in salt and paint.
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	Observation Checkpoint: Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others. Move in time with the music. Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
	Progression to year 1: Expressive Art and Design underpins the learning that leads into the National Curriculum subjects of Music, Art and Design. Communicate something about themselves in drawing and paintings. Create moods in drawings and paintings. Name the primary and secondary colours. Explain which colours are needed to be mixed to make secondary colours. Draw lines of different shapes and thickness, using 2 different grades of pencil. Create a repeating pattern by printing using a given technique. Cut, roll and coil materials such as clay, dough or plasticine. Find the pulse whilst listening to music and using movement. Recognise different instruments. Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse. Copy and repeat a simple rhythm or melody. Understand that pitch describes how high or low sounds are. Understand that tempo describes how fast or slow the music is. Understand that dynamics describe how loud or quiet the music is. Play untuned/percussion instruments musically. Sing song, chants, rhythms and raps musically with accuracy. Copy some dance moves with some control. Begin to understand moving at different levels; low, medium, high, elevated. Move depending on how the music makes him/her feel. Choose actions and link them together to create a simple dance with support.