



Long Term Curriculum Plan



EYFS Curriculum Intent

At Quinton Church Primary School, we believe that everyone should have life in all its fullness. Therefore, our aim is for everyone to be part of our Christian community where everyone is happy, safe and supported, feels loved and demonstrates kindness; understands justice and shows fairness to all; and receives high quality education and is empowered to live life to the full (John 10:10).

To achieve our vision, we believe that the effective use of high-quality continuous provision alongside well-planned enhanced provision and directed activities is the most effective way of ensuring we have highly effective teaching and learning that leads to impactful and sustained outcomes for our children.

Our vision is underpinned by our three overarching values of Kindness, Fairness and Thankfulness as well as the three key learning behaviours of Ready, Respectful and Responsible, which allow our children to become ready to succeed in an ever-changing world. These key values and learning behaviours secure a foundation for future learning and development for our children. We aim to provide a fun, challenging, and rich educational environment so everyone can reach their full potential. We are fully inclusive, and all children are expected to think about the needs of others.

Our Curriculum Model

At Quinton Church Primary School, we have adopted the Early Excellence curriculum model. In the model, continuous provision is the basis for a rich and meaningful curriculum. Both the indoor and outdoor environment is well-planned and carefully organised to support children's predictable interests, developmental schemas and innate curiosity. Layered on top of continuous provision is enhanced provision, which is used to complement and extend opportunities. Continuous and enhanced provision provide a clear structure for active learning and provide the basis for more focused investigations and adult directed activities. (Early Excellence: Guide to Continuous Provision)

Aims for the EYFS Curriculum

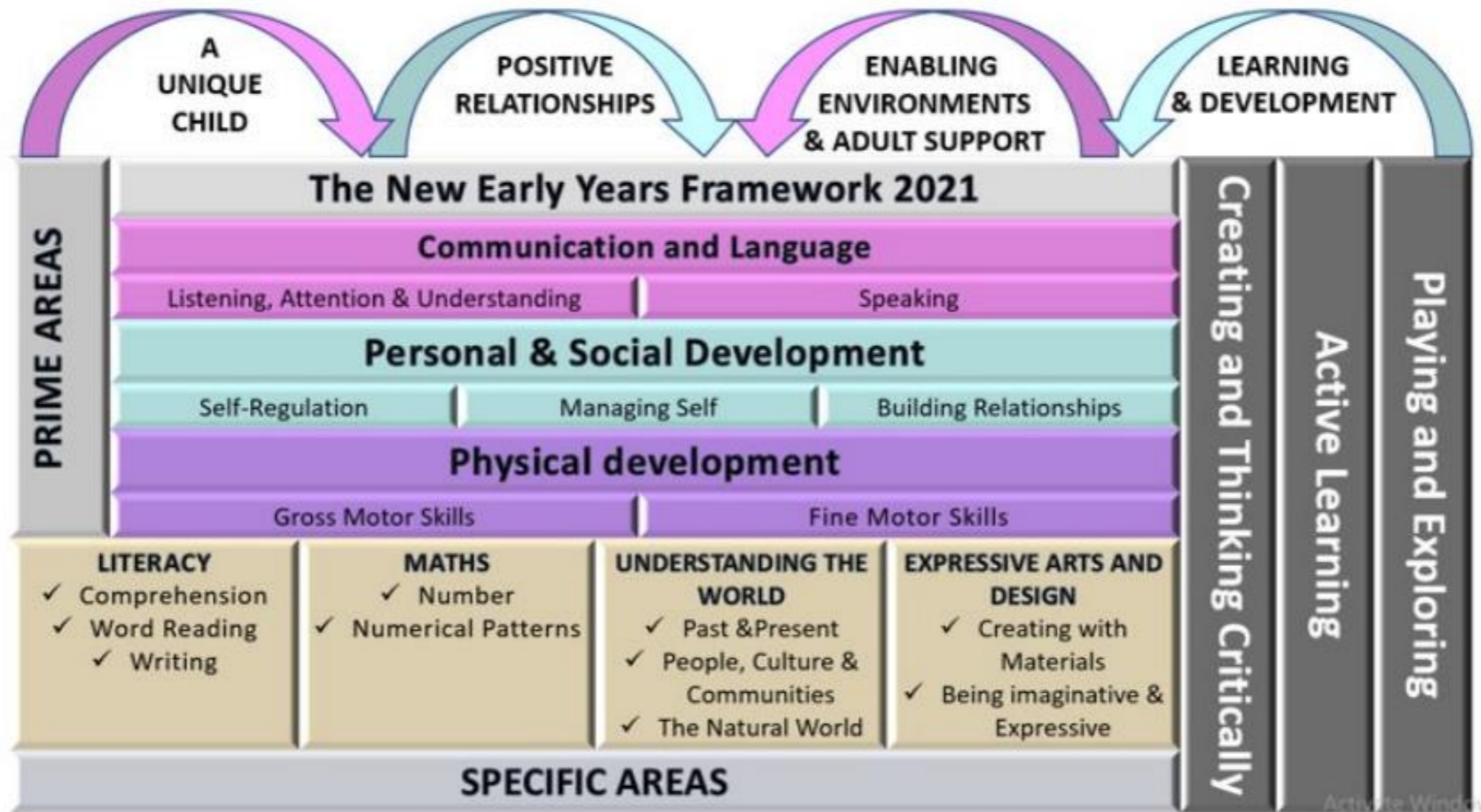
By the end of the EYFS year, our children are expected to achieve the seventeen Early Learning Goals which are fall within the seven areas of learning. The seven areas of learning appear as two categories: Prime Areas of Learning and Specific Areas of Learning.

Prime Areas:

- Personal, Social and Emotional
- Communication and Language
- Physical Development

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design.





Reception Long Term Curriculum Plan

Our Curriculum Goals

The key strands from our vision that enables pupils to have ‘Life in all its Fullness’

- Life in all its fullness through being part of a Christian community where everyone feels happy, safe and supported, feels loved and demonstrates kindness.
- Life in all its fullness through understanding justice and showing fairness to all.
- Life in all its fullness through receiving a high-quality education.

To become a confident communicator who can listen carefully in different situations, holds a conversation with friends and adults, asks relevant questions and has a wide vocabulary with words that support understanding across domains.	To become an independent learner who can direct their own play, is motivated, selects resources, take risks by engaging in new activities, persists and tries again, manages their own feelings.	To become a good friend who shows kind, fairness and thankfulness, shows empathy and respect to others, work and play co-operatively whilst considering others’ ideas and feelings.	To become an active mover who can show strength, balance and co-ordination when playing, move confidently when playing, move confidently and safely in a variety of different ways, using a range of equipment.
To become an amazing artist who is creative, confident, full of ideas, selects the tools they need, observes closely and is able to express themselves by selecting from a range of media to evoke a personal experience.	To become a passionate reader who can show a love for reading, uses a broad vocabulary with good background knowledge, talks about what they have read or has been read to them, reads words and simple sentences.	To become an enthusiastic writer who loves composing messages and stories, can write letters that are formed correctly, write words and simple sentences (using simple sounds and digraphs they have learnt) that can be read by others.	To become a master of maths who can show a deep understanding of early number skills, notice patterns, relationships and spots connections and interest in Maths.
To become an inquisitive explorer who can show curiosity about the world around them through rich experiences, exploring nature, seasonal changes, in our diverse local, national and global community through books and experiences.	To become a caring community member who is kind and compassionate who can help to look after their community and care for the environment, know some reason why parts of Birmingham and Quinton they live in is special, have an awareness and respect of other people’s cultures and beliefs.	To become a proud performer who can perform a song, poem, or dance to an audience, retell stories with expression and confidence and with good rhythm.	To become a persistent problem solver who can choose the resources they need, has ideas, listens to ideas from others, uses trial and improve to solve problems, shows resilience, reviews how well something has worked on their own or with others.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General areas of learning</p> <p>These areas may be adapted at various points, with mini areas of interest to allow for children's interest to flow through the provision.</p>	<p>This is Me!</p> <p>Children will describe their immediate environment through looking at their school community. Where is their school? what is their school like? Children navigate their indoor and outdoor school environment and observe and discuss key features, providing experiences such as planting produce to harvest next term and engaging in seasonal activities outside. Learning about different cultures and families through visitors, food, songs, stories and resources.</p>	<p>Celebrations</p> <p>Children will encounter a variety of different festivals from Diwali, bonfire night, birthdays, festivals of light and Christmas. Children will know the importance of celebration, how they are celebrated and who celebrates them. They will experience traditions from each festival, traditional ceremonies and get creative making a variety of symbols and artefacts for the celebrations. Books and stories enrich their experiences as well as using the children's own understanding to share with others.</p>	<p>Be Bold, Be Brave</p> <p>During this topic children will encounter everyday heroes who are significant in the children's lives to make them aware of who helps us. During this time various visitors will share their heroic experiences including: paramedics, nurses, police, shop assistants, postmen and lorry drivers with the hope of setting goals and aspirations. They will also work and explore fictional super-heroes that will inspire their imagination and curiosity.</p>	<p>Food Glorious Food</p> <p>Building on their knowledge of their local environment children gain a sense of the world through, their visit to the farm and stories/songs /non-fiction books they will experience the role of a farmer. Children enjoy being outside, looking after their growing produce, exploring the changing seasons. They will prepare and taste different types of food and even visit a real life kitchen.</p>	<p>Where my Imagination takes me...</p> <p>Traditional tales will be the main focus for this topic as well as familiar stories they may have encountered such as The Gruffalo. Through exploring story books of all shapes and sizes, as well as listening through a variety of stories through various media, children will encounter characters and morals they can bring to life. Through a visit to the library and story telling sessions children will spark their own story telling skills.</p>	<p>Blue Planet</p> <p>Children will be exploring aspects of the beach from past and present and observe the creatures that live on the shore and under the surface. They will explore sea creatures through looking after them in the classroom and continue to build on kindness and compassion through stories and non-fiction texts. The children will take part in traditional seaside experiences and pack appropriately for different holiday destinations.</p>
<p>Building Cultural Capital</p>	<p>Focused theme week: Transition Through exciting experiences linked to our personal, spiritual, moral, social and cultural aspects to develop them as individuals to enable them to make the right choice. The children will focus on an individual or individuals who are influential and linked to our ethos of diversity. Experiences include: Celebrating different cultures Harvest Donating to the food bank to support or community Sharing family photographs Visit church to develop links and connections Autumn walk</p>	<p>Focused theme week: School Values Through exciting experiences linked to our personal, spiritual, moral, social and cultural aspects to develop them as individuals to enable them to make the right choice. The children will focus on an individual or individuals who are influential and linked to our ethos of diversity. Experiences include: Celebrating different cultures Santa experiences Elf experiences Sending letters to Father Christmas Sharing cards Create different decorations for different traditions. Remembrance in church and visiting the old burial ground Nativity dance performance in</p>	<p>Focused theme week: Interfaith week Through exciting experiences linked to our personal, spiritual, moral, social and cultural aspects to develop them as individuals to enable them to make the right choice. The children will focus on an individual or individuals who are influential and linked to our ethos of diversity. Experiences include: Visitors from the local community who are real life heroes. Role play and dressing up – dreams and goals Hero dress-up day Explore transport Winter walk Interfaith week: Christianity in church Visit to local supermarket</p>	<p>Focused theme week: Through exciting experiences linked to our personal, spiritual, moral, social and cultural aspects to develop them as individuals to enable them to make the right choice. The children will focus on an individual or individuals who are influential and linked to our ethos of diversity. Experiences include: Prepare food including bread making. Being safe in the kitchen. Being healthy and making good choices. Grow own food and vegetables. Trip to the local farm. Visit an allotment. Visit a kitchen. Meet real chefs. Role play. Spring walk</p>	<p>Focused theme week: Through exciting experiences linked to our personal, spiritual, moral, social and cultural aspects to develop them as individuals to enable them to make the right choice. The children will focus on an individual or individuals who are influential and linked to our ethos of diversity. Experiences include: Role play. Sharing favourite stories and books from home. Library visit. Story telling visit. Author visit.</p>	<p>Focused theme week: Commonwealth Through exciting experiences linked to our personal, spiritual, moral, social and cultural aspects to develop them as individuals to enable them to make the right choice. The children will focus on an individual or individuals who are influential and linked to our ethos of diversity. Experiences include: Build a sandcastle and sand play. Paddling on beach day. Visit from someone from the older generation to share their experiences. Visit Sealife centre. David Attenborough focus. Explore different animals. Care for their own sea creature. Summer walk</p>



		church	Visit to local post office			
Texts to enhance experiences, knowledge and diversity.	<i>Owl Babies</i>	<i>Little Glow</i>	<i>Supertato</i>	Momma Pynya's Pancakes	<i>The Jungle Book</i>	<i>Herman's Holiday Where the Sea Meets the sky</i>
Supporting text	Super-duper You The Colour Monster Goes to School & The Colour Monster Titch On the Way Home – SHHH! I am Perfectly Designed	Rama & Sita Binny's Diwali Jolly Christmas Postman Kipper's Birthday The First Christmas Story/The Nativity Story	Super Worm Percy the Park Keeper Let's Brush Our Teeth We're Going to the Dentist Emergency Charlie the Fire Fighter Superhero Gran A Superhero Like You	The Tiger that Came to Tea Handa's Surprise Farmer Duck Little Red Hen Pumpkin Soup The Hungry Caterpillar Each Peach Pear Plum	The Three Little Pigs Goldilocks and the Three Bears The Gruffalo The Gruffalo's Child Pinocchio Hansel and Gretel The Gingerbread Man Going o a Bear Hunt	The Rainbow Fish Commotion in the Ocean Somebody Ate Stanley The Fish who could Wish Tiddler Shark in a Park Billy' Bucket

Prime Areas	Autumn 1 This is ME!	Autumn 2 Celebrations	Spring 1 Be bold, be brave!	Spring 2 Food glorious food	Summer 1 Where my imagination takes me	Summer 2 Blue Planet
COMMUNICATION AND LANGUAGE Embrace the variety of different languages in the class.	Communication and Language Experiences in the womb lay the foundation for communication, and a baby's voice is evident from the beginning. Babies use their bodies, facial expressions, gestures, sounds and movements to seek connections and respond to those around them. Young children depend on back-and-forth interactions with responsive others to develop confidence as effective communicators and language users. Communication and language development are closely intertwined with physical, social and emotional experiences. Communication and language lay a foundation for learning and development, guiding and supporting children's thinking while underpinning their emerging literacy. Language is more than words. As children grow, they begin to be aware of and explore different sounds, symbols and words in their everyday worlds; a language-rich environment is crucial. A child's first language provides the roots to learn additional languages, and parents should be encouraged to continue to use their home languages to strengthen and support their children's language proficiency as they join new environments. Children's skills develop through a series of identifiable stages which can be looked at in three aspects – Listening and Attention, Understanding, and Speaking. While not all children will follow the exact same sequence or progress at the same rate, it is important to identify children at risk of language delay or disorder as these can have an ongoing impact on wellbeing and learning across the curriculum.					
Listening attention and understanding	Skills: <ul style="list-style-type: none"> Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity. May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span. Beginning to understand humour, e.g. nonsense rhymes, jokes. Listens and responds to ideas expressed by 	Skills: <ul style="list-style-type: none"> Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity. May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span. Beginning to understand humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or 	Skills: <ul style="list-style-type: none"> May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span. Understands a range of complex sentence structures including negatives, plurals and tense markers. Beginning to understand humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. 	Skills: <ul style="list-style-type: none"> May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span. Understands a range of complex sentence structures including negatives, plurals and tense markers. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. Understands questions such as who; why; when; where and how. 	Skills: <ul style="list-style-type: none"> Understands a range of complex sentence structures including negatives, plurals and tense markers. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. Understands questions such as who; why; when; where and how. 	Skills: <ul style="list-style-type: none"> Understands a range of complex sentence structures including negatives, plurals and tense markers. Listens and responds to ideas expressed by others in conversation or discussion. Understands questions such as who; why; when; where and how.



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Speaking	<p>Skills</p> <ul style="list-style-type: none"> Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. <p>Knowledge:</p>	<p>Skills</p> <ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. <p>Knowledge:</p>	<p>Skills</p> <ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. <p>Knowledge:</p>	<p>Skills</p> <ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play <p>Knowledge:</p>	<p>Skills</p> <ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play that mirrors new vocabulary. <p>Knowledge:</p>	<p>Skills</p> <ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events at length. Introduces a storyline or narrative into their play that mirrors new vocabulary. <p>Knowledge:</p>
PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	<p>Who we are (personal), how we get along with others (social) and how we feel (emotional) are foundations that form the bedrock of our lives. As we move through life, we are continually developing our sense of self as we weave a web of relationships with self, others and with the world. Personal, Social and Emotional Development is fundamental to all other aspects of lifelong development and learning and is key to children's wellbeing and resilience. For babies and young children to flourish, we need to pay attention to how they understand and feel about themselves, and how secure they feel in close relationships: in so doing they develop their capacities to make sense of how they and other people experience the world. Children's self-image, their emotional understanding and the quality of their relationships affect their self-confidence, their potential to experience joy, to be curious, to wonder, and to face problems, and their ability to think and learn. A holistic, relational approach creates an environment that enables trusting relationships, so that children can do things independently and with others, forming friendships. Early years practitioners meet the emotional needs of children by drawing on their own emotional insight, and by working in partnership with families to form mutually respectful, warm, accepting relationships with each of their key children.</p>					
Managing self	<p>Skills</p> <ul style="list-style-type: none"> Recognises that they belong to different communities and social groups and communicates freely about own home and community. Has a clear idea about what they want to do in their play and how they want to go about it. 	<p>Skills</p> <ul style="list-style-type: none"> Recognises that they belong to different communities and social groups and communicates freely about own home and community. Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination. Shows confidence in 	<p>Skills</p> <ul style="list-style-type: none"> Recognises that they belong to different communities and social groups and communicates freely about own home and community. Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination. Shows confidence in 	<p>Skills</p> <ul style="list-style-type: none"> Recognises that they belong to different communities and social groups and communicates freely about own home and community. Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination. Shows confidence in 	<p>Skills</p> <ul style="list-style-type: none"> Recognises that they belong to different communities and social groups and communicates freely about own home and community. Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination. Shows confidence in 	<p>Skills</p> <ul style="list-style-type: none"> Recognises that they belong to different communities and social groups and communicates freely about own home and community. Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination. Shows confidence in



	<p>Knowledge:</p>	<p>speaking to others about their own needs, wants, interests and opinions in familiar group.</p> <ul style="list-style-type: none"> Has a clear idea about what they want to do in their play and how they want to go about it. <p>Knowledge:</p>	<p>speaking to others about their own needs, wants, interests and opinions in familiar group.</p> <ul style="list-style-type: none"> Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms. Has a clear idea about what they want to do in their play and how they want to go about it. Shows confidence in choosing resources and perseverance in carrying out a chosen activity <p>Knowledge:</p>	<p>speaking to others about their own needs, wants, interests and opinions in familiar group.</p> <ul style="list-style-type: none"> Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms. Has a clear idea about what they want to do in their play and how they want to go about it. Shows confidence in choosing resources and perseverance in carrying out a chosen activity <p>Knowledge:</p>	<p>speaking to others about their own needs, wants, interests and opinions in familiar group.</p> <ul style="list-style-type: none"> Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms. Has a clear idea about what they want to do in their play and how they want to go about it. Shows confidence in choosing resources and perseverance in carrying out a chosen activity <p>Knowledge:</p>	<p>speaking to others about their own needs, wants, interests and opinions in familiar group.</p> <ul style="list-style-type: none"> Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms. Has a clear idea about what they want to do in their play and how they want to go about it. Shows confidence in choosing resources and perseverance in carrying out a chosen activity <p>Knowledge:</p>
<p>Self-Regulation</p>	<p>Skills</p> <ul style="list-style-type: none"> Seeks support, “emotional refuelling” and practical help in new or challenging situations. Is aware of behavioural expectations and sensitive to ideas of justice and fairness <p>Knowledge:</p>	<p>Skills</p> <ul style="list-style-type: none"> Is more able to manage their feelings and tolerate situations in which their wishes cannot be met. Seeks support, “emotional refuelling” and practical help in new or challenging situations. Is aware of behavioural expectations and sensitive to ideas of justice and fairness. Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise <p>Knowledge:</p>	<p>Skills</p> <ul style="list-style-type: none"> Understands their own and other people’s feelings, offering empathy and comfort. Talks about their own and others’ feelings and behaviour and its consequences. Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. Is more able to manage their feelings and tolerate situations in which their wishes cannot be met. Seeks support, “emotional refuelling” and practical help in new or challenging situations. Is aware of behavioural expectations and sensitive to ideas of justice and fairness. Seeks ways to manage conflict, for example through holding back, 	<p>Skills</p> <ul style="list-style-type: none"> Understands their own and other people’s feelings, offering empathy and comfort. Talks about their own and others’ feelings and behaviour and its consequences. Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. Is more able to manage their feelings and tolerate situations in which their wishes cannot be met. Seeks support, “emotional refuelling” and practical help in new or challenging situations. Is aware of behavioural expectations and sensitive to ideas of justice and fairness. Seeks ways to manage conflict, for example through holding back, 	<p>Skills</p> <ul style="list-style-type: none"> Understands their own and other people’s feelings, offering empathy and comfort. Talks about their own and others’ feelings and behaviour and its consequences. Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. Is more able to manage their feelings and tolerate situations in which their wishes cannot be met. Seeks support, “emotional refuelling” and practical help in new or challenging situations. Is aware of behavioural expectations and sensitive to ideas of justice and fairness. Seeks ways to manage conflict, for example through holding back, 	<p>Skills</p> <ul style="list-style-type: none"> Understands their own and other people’s feelings, offering empathy and comfort. Talks about their own and others’ feelings and behaviour and its consequences. Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. Is more able to manage their feelings and tolerate situations in which their wishes cannot be met. Seeks support, “emotional refuelling” and practical help in new or challenging situations. Is aware of behavioural expectations and sensitive to ideas of justice and fairness. Seeks ways to manage conflict, for example through holding back,



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<p>Building Relationships</p> <p><i>Please note: Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship.</i></p>	<p>Skills:</p> <ul style="list-style-type: none"> Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking. Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations. Is proactive in seeking adult support and able to articulate their wants and needs. <p>Knowledge:</p>	<p>Skills</p> <ul style="list-style-type: none"> Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others. 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<p>Jigsaw and School Values (titles of jigsaw)</p>	Being Me in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me



<p>PHYSICAL DEVELOPMENT</p>	<p>Intricately interwoven with emotional, social, cognitive and language development, physical development underpins all other areas of a child’s learning and development. Extensive physical experience in early childhood puts in place the neurological, sensory and motor foundations necessary for feeling good in your body and comfortable in the world. The intimate connection between brain, body and mind must be understood; when they are viewed as one system, the impacts of active physical play, health and self-care are observed and the effects on a child’s early brain development and mental health of adverse childhood experience, including malnutrition, illness or neglect, is recognised. Health, wellbeing, and self-care are integral to physical development. Prioritising care opportunities and a collaborative approach with young children supports development of lifelong positive attitudes to self-care and healthy decision-making. Each child’s journey relies on whole-body physical experiences. While biologically programmed, the unfolding of this complex, interconnected system requires repeated movement experiences that are self-initiated and wide-ranging. Fine and gross motor control must develop together in an integrated way, so that the child can achieve what they set out to do. We must ensure that children have movement-rich lives indoors and outdoors from birth. This includes the role of the adult’s body as an enabling environment itself, embedding movement into everything, and encouraging each child’s own motivations for being active and interactive with others.</p>					
<p>Fine Motor Skills</p>	<ul style="list-style-type: none"> • Uses simple tools to effect changes to materials. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. <p>Knowledge:</p>	<p>Uses simple tools to effect changes to materials.</p> <ul style="list-style-type: none"> • Handles tools, objects, construction and malleable materials safely and with increasing control and intention. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Knowledge:</p>	<p>Uses simple tools to effect changes to materials.</p> <ul style="list-style-type: none"> • Handles tools, objects, construction and malleable materials safely and with increasing control and intention. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters independently. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Knowledge:</p>	<p>Uses simple tools to effect changes to materials.</p> <ul style="list-style-type: none"> • Handles tools, objects, construction and malleable materials safely and with increasing control and intention. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters independently. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Knowledge:</p>	<p>Uses simple tools to effect changes to materials.</p> <ul style="list-style-type: none"> • Handles tools, objects, construction and malleable materials safely and with increasing control and intention. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters independently. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Knowledge:</p>	<p>Uses simple tools to effect changes to materials.</p> <ul style="list-style-type: none"> • Handles tools, objects, construction and malleable materials safely and with increasing control and intention. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters independently. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Knowledge:</p>
<p>Gross Motor Skills Including PE</p>	<ul style="list-style-type: none"> • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Negotiates space successfully when playing racing and chasing games with other children, 	<ul style="list-style-type: none"> • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. • Jumps off an object and lands appropriately using 	<ul style="list-style-type: none"> • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. • Jumps off an object and lands appropriately using 	<ul style="list-style-type: none"> • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. • Jumps off an object and lands appropriately using 	<ul style="list-style-type: none"> • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. • Jumps off an object and lands appropriately using 	<ul style="list-style-type: none"> • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. • Jumps off an object and lands appropriately using



	<p>adjusting speed or changing direction to avoid obstacles.</p> <p>Knowledge:</p>	<p>hands, arms and body to stabilise and balance.</p> <ul style="list-style-type: none"> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. <p>Knowledge:</p>	<p>hands, arms and body to stabilise and balance.</p> <ul style="list-style-type: none"> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. <p>Knowledge:</p>	<p>hands, arms and body to stabilise and balance.</p> <ul style="list-style-type: none"> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. <p>Knowledge:</p>	<p>hands, arms and body to stabilise and balance.</p> <ul style="list-style-type: none"> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. <p>Knowledge:</p>	<p>hands, arms and body to stabilise and balance.</p> <ul style="list-style-type: none"> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. <p>Knowledge:</p>
<p>Health and Self Care</p>	<ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for variety in food. Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad. Can initiate and describe playful actions or movements for other children to mirror and follow. Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important. Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene 	<ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for variety in food. Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad. Can initiate and describe playful actions or movements for other children to mirror and follow. Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to 	<ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for variety in food. Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad. Can initiate and describe playful actions or movements for other children to mirror and follow. Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to 	<ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for variety in food. Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures. Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad. Can initiate and describe playful actions or movements for other children to mirror and follow. Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important. Usually dry and clean 	<ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for variety in food. Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad. Can initiate and describe playful actions or movements for other children to mirror and follow. Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to 	<ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for variety in food. Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad. Can initiate and describe playful actions or movements for other children to mirror and follow. Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to



	<p>can contribute to good health.</p> <ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others. <p>Knowledge:</p>	<p>good health.</p> <ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others Shows understanding of how to transport and store equipment safely. <p>Knowledge:</p>	<p>good health.</p> <ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience. <p>Knowledge:</p>	<p>during the day.</p> <ul style="list-style-type: none"> Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience. <p>Knowledge:</p>	<p>good health.</p> <ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience. <p>Knowledge:</p>	<p>good health.</p> <ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience. <p>Knowledge:</p>
<p>LITERACY/ ENGLISH</p>	<p>Literacy is about understanding and being understood. Early literacy skills are rooted in children’s enjoyable experiences from birth of gesturing, talking, singing, playing, reading and writing. Learning about literacy means developing the ability to interpret, create and communicate meaning through writing and reading in different media, such as picture books, logos, environmental print and digital technologies. It involves observing and joining in the diverse ways that different people and communities use literacy for different purposes. Most importantly, literacy is engaging, purposeful and creative. Developing literacy competence and skills is a complex, challenging yet rewarding journey that requires high-quality pedagogical activities to enhance learning. Young children need to be listened to by attentive adults who recognise and value children’s choices. They need enjoyable, playful opportunities of being included and involved in the literacy practices of their home, early years setting, and community environments. They need experiences of creating and sharing a range of texts in a variety of ways, with different media and materials, with adults and peers, both indoors and outdoors, as well as learning about using different signs and symbols, exploring sound and developing alphabetic and phonetic skills.</p>					
<p>Comprehension</p>	<ul style="list-style-type: none"> Enjoys an increasing range of print and digital books, both fiction and non-fiction. Re-enacts and reinvents stories they have heard in their play. Knows that information can be retrieved from books, computers and mobile digital devices. 	<ul style="list-style-type: none"> Enjoys an increasing range of print and digital books, both fiction and non-fiction. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading. Re-enacts and reinvents stories they have heard in their play. Knows that information can be retrieved from books, computers and mobile digital devices. Is able to recall and 	<ul style="list-style-type: none"> Enjoys an increasing range of print and digital books, both fiction and non-fiction. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading. Describes main story settings, events and principal characters in increasing detail. Re-enacts and reinvents stories they have heard in their play. Knows that information 	<ul style="list-style-type: none"> Enjoys an increasing range of print and digital books, both fiction and non-fiction. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading., Describes main story settings, events and principal characters in increasing detail. Re-enacts and reinvents stories they have heard in their play. Knows that information 	<ul style="list-style-type: none"> Enjoys an increasing range of print and digital books, both fiction and non-fiction. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading. Describes main story settings, events and principal characters in increasing detail. Re-enacts and reinvents stories they have heard in their play. Knows that information 	<ul style="list-style-type: none"> Enjoys an increasing range of print and digital books, both fiction and non-fiction. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading. Describes main story settings, events and principal characters in increasing detail. Re-enacts and reinvents stories they have heard in their play. Knows that information



		<p>discuss stories or information that has been read to them, or they have read themselves.</p>	<p>can be retrieved from books, computers and mobile digital devices.</p> <ul style="list-style-type: none"> • Is able to recall and discuss stories or information that has been read to them, or they have read themselves. • 	<p>can be retrieved from books, computers and mobile digital devices.</p> <ul style="list-style-type: none"> • Is able to recall and discuss stories or information that has been read to them, or they have read themselves. 	<p>can be retrieved from books, computers and mobile digital devices.</p> <ul style="list-style-type: none"> • Is able to recall and discuss stories or information that has been read to them, or they have read themselves. 	<p>can be retrieved from books, computers and mobile digital devices.</p> <ul style="list-style-type: none"> • Is able to recall and discuss stories or information that has been read to them, or they have read themselves.
<p>Word Reading</p>	<ul style="list-style-type: none"> • Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example. • Begins to develop phonological and phonemic awareness -Continues a rhyming string and identifies alliteration <ul style="list-style-type: none"> - Hears and says the initial sound in words • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. 	<ul style="list-style-type: none"> • Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example. • Begins to develop phonological and phonemic awareness <ul style="list-style-type: none"> -Continues a rhyming string and identifies alliteration <ul style="list-style-type: none"> - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them. • Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee. • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. 	<ul style="list-style-type: none"> • Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example. • Begins to develop phonological and phonemic awareness <ul style="list-style-type: none"> -Continues a rhyming string and identifies alliteration <ul style="list-style-type: none"> - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them. • Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee. • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic 	<ul style="list-style-type: none"> • Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example. • Begins to develop phonological and phonemic awareness <ul style="list-style-type: none"> -Continues a rhyming string and identifies alliteration <ul style="list-style-type: none"> - 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			<p>knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</p> <ul style="list-style-type: none"> Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. 	<p>knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</p> <ul style="list-style-type: none"> Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. 	<p>knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</p> <ul style="list-style-type: none"> Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. 	<p>knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</p> <ul style="list-style-type: none"> Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.
Writing	<ul style="list-style-type: none"> Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats. <ul style="list-style-type: none"> Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together. Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences 	<ul style="list-style-type: none"> Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together. Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences 	<ul style="list-style-type: none"> Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats. Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together. Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences 	<ul style="list-style-type: none"> Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats. Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together. Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences 	<ul style="list-style-type: none"> Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats. Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together. Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences 	<ul style="list-style-type: none"> Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats. Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together. Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences



	phonic knowledge to write things such as labels and captions, later progressing to simple sentences		and captions, later progressing to simple sentences	progressing to simple sentences		
MATHS	Mathematics for young children involves developing their own understanding of number, quantity, shape and space. Babies and young children have a natural interest in quantities and spatial relations – they are problem-solvers, pattern-spotters and sense-makers from birth. This curiosity and enjoyment should be nurtured through their interactions with people and the world around them, drawing on their personal and cultural knowledge. Every young child is entitled to a strong mathematical foundation which is built through playful exploration, apprenticeship and meaning-making. Children should freely explore how they represent their mathematical thinking through gesture, talk, manipulation of objects and their graphical signs and representations, supported by access to graphic tools in their pretend play. Effective early mathematics experiences involve seeking patterns, creating and solving mathematical problems and engaging with stories, songs, games, practical activities and imaginative play. Plenty of time is required for children to revisit, develop and make sense for themselves. This is supported by sensitive interactions with adults who observe, listen to and value children’s mathematical ideas and build upon children’s interests, including those developed with their families. It is crucial to maintain children’s enthusiasm so they develop positive self-esteem as learners of mathematics and feel confident to express their ideas.					
Number	<p>Comparison</p> <ul style="list-style-type: none"> Estimates of numbers of things, showing understanding of relative size. <p>Counting</p> <ul style="list-style-type: none"> Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10 (ordinality). <p>Cardinality</p> <ul style="list-style-type: none"> Engages in subitising numbers to four and maybe five Counts out up to 10 objects from a larger group <p>Composition</p> <ul style="list-style-type: none"> In practical activities, adds one and subtracts one with numbers to 10. Beginning to experience measuring time with timers and calendars. 	<p>Comparison</p> <ul style="list-style-type: none"> Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates of numbers of things, showing understanding of relative size. <p>Counting</p> <ul style="list-style-type: none"> Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10 (ordinality). <p>Cardinality</p> <ul style="list-style-type: none"> Engages in subitising numbers to four and maybe five Counts out up to 10 objects from a larger group <p>Composition</p> <ul style="list-style-type: none"> Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. Begins to conceptually subitise larger numbers by subitising smaller groups 	<p>Comparison</p> <ul style="list-style-type: none"> Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates of numbers of things, showing understanding of relative size. <p>Counting</p> <ul style="list-style-type: none"> Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10 (ordinality). <p>Cardinality</p> <ul style="list-style-type: none"> Engages in subitising numbers to four and maybe five Counts out up to 10 objects from a larger group <p>Composition</p> <ul style="list-style-type: none"> Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. Begins to conceptually subitise larger numbers by subitising smaller groups 	<p>Comparison</p> <ul style="list-style-type: none"> Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates of numbers of things, showing understanding of relative size. <p>Counting</p> <ul style="list-style-type: none"> Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10 (ordinality). <p>Cardinality</p> <ul style="list-style-type: none"> Engages in subitising numbers to four and maybe five Counts out up to 10 objects from a larger group <p>Composition</p> <ul style="list-style-type: none"> Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. Begins to conceptually subitise larger numbers by subitising smaller groups 	<p>Comparison</p> <ul style="list-style-type: none"> Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates of numbers of things, showing understanding of relative size. <p>Counting</p> <ul style="list-style-type: none"> Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10 (ordinality). <p>Cardinality</p> <ul style="list-style-type: none"> Engages in subitising numbers to four and maybe five Counts out up to 10 objects from a larger group <p>Composition</p> <ul style="list-style-type: none"> Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. Begins to conceptually subitise larger numbers by subitising smaller groups 	<p>Comparison</p> <ul style="list-style-type: none"> Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates of numbers of things, showing understanding of relative size. <p>Counting</p> <ul style="list-style-type: none"> Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10 (ordinality). <p>Cardinality</p> <ul style="list-style-type: none"> Engages in subitising numbers to four and maybe five Counts out up to 10 objects from a larger group <p>Composition</p> <ul style="list-style-type: none"> Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. Begins to conceptually subitise larger numbers by subitising smaller groups



		<p>within the number, e.g. sees six raisins on a plate as three and three</p> <ul style="list-style-type: none"> In practical activities, adds one and subtracts one with numbers to 10 	<p>within the number, e.g. sees six raisins on a plate as three and three</p> <ul style="list-style-type: none"> In practical activities, adds one and subtracts one with numbers to 10 	<p>within the number, e.g. sees six raisins on a plate as three and three</p> <ul style="list-style-type: none"> In practical activities, adds one and subtracts one with numbers to 10 Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“ 	<p>within the number, e.g. sees six raisins on a plate as three and three</p> <ul style="list-style-type: none"> In practical activities, adds one and subtracts one with numbers to 10 Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“ 	<p>within the number, e.g. sees six raisins on a plate as three and three</p> <ul style="list-style-type: none"> In practical activities, adds one and subtracts one with numbers to 10 Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“
<p>Numerical patterns</p>	<p>Spatial Awareness</p> <ul style="list-style-type: none"> Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoint. Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) <p>Shape</p> <ul style="list-style-type: none"> Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes. Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes. <p>Pattern</p> <ul style="list-style-type: none"> Spots patterns in the environment, beginning to identify the pattern “rule” 	<p>Spatial Awareness</p> <ul style="list-style-type: none"> Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoint. Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) <p>Shape</p> <ul style="list-style-type: none"> Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes. Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes. Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build. <p>Pattern</p> <ul style="list-style-type: none"> Spots patterns in the 	<p>Spatial Awareness</p> <ul style="list-style-type: none"> Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoint. Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) May enjoy making simple maps of familiar and imaginative environments, with landmark. <p>Shape</p> <ul style="list-style-type: none"> Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes. Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes. Uses own ideas to make models of increasing complexity, selecting 	<p>Spatial Awareness</p> <ul style="list-style-type: none"> Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoint. Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) May enjoy making simple maps of familiar and imaginative environments, with landmark. <p>Shape</p> <ul style="list-style-type: none"> Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes. Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes. Uses own ideas to make models of increasing complexity, selecting 	<p>Spatial Awareness</p> <ul style="list-style-type: none"> Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoint. Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) May enjoy making simple maps of familiar and imaginative environments, with landmark. <p>Shape</p> <ul style="list-style-type: none"> Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes. Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes. Uses own ideas to make models of increasing complexity, selecting 	<p>Spatial Awareness</p> <ul style="list-style-type: none"> Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoint. Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) May enjoy making simple maps of familiar and imaginative environments, with landmark. <p>Shape</p> <ul style="list-style-type: none"> Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes. Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes. Uses own ideas to make models of increasing complexity, selecting



	<ul style="list-style-type: none"> Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat. <p>Measures</p> <ul style="list-style-type: none"> Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy. Becomes familiar with measuring tools in everyday experiences and play. Is increasingly able to order and sequence events using everyday language related to time. (tackled through daily routines) Beginning to experience measuring time with timers and calendars. (tackled through daily routines) 	<p>environment, beginning to identify the pattern “rule”</p> <ul style="list-style-type: none"> Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat. <p>Measures</p> <ul style="list-style-type: none"> Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy. Becomes familiar with measuring tools in everyday experiences and play. Is increasingly able to order and sequence events using everyday language related to time. (tackled through daily routines) Beginning to experience measuring time with timers and calendars. (tackled through daily routines) 	<p>blocks needed, solving problems and visualising what they will build.</p> <p>Pattern</p> <ul style="list-style-type: none"> Spots patterns in the environment, beginning to identify the pattern “rule” Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat. <p>Measures</p> <ul style="list-style-type: none"> Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy. Becomes familiar with measuring tools in everyday experiences and play. Is increasingly able to order and sequence events using everyday language related to time. (tackled through daily routines) Beginning to experience measuring time with timers and calendars. (tackled through daily routines) 	<p>blocks needed, solving problems and visualising what they will build.</p> <p>Pattern</p> <ul style="list-style-type: none"> Spots patterns in the environment, beginning to identify the pattern “rule” Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat. <p>Measures</p> <ul style="list-style-type: none"> Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy. Becomes familiar with measuring tools in everyday experiences and play. Is increasingly able to order and sequence events using everyday language related to time. (tackled through daily routines) Beginning to experience measuring time with timers and calendars. (tackled through daily routines) 	<p>blocks needed, solving problems and visualising what they will build.</p> <p>Pattern</p> <ul style="list-style-type: none"> Spots patterns in the environment, beginning to identify the pattern “rule” Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat. <p>Measures</p> <ul style="list-style-type: none"> Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy. Becomes familiar with measuring tools in everyday experiences and play. Is increasingly able to order and sequence events using everyday language related to time. (tackled through daily routines) Beginning to experience measuring time with timers and calendars. (tackled through daily routines) 	<p>blocks needed, solving problems and visualising what they will build.</p> <p>Pattern</p> <ul style="list-style-type: none"> Spots patterns in the environment, beginning to identify the pattern “rule” Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat. <p>Measures</p> <ul style="list-style-type: none"> Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy. Becomes familiar with measuring tools in everyday experiences and play. Is increasingly able to order and sequence events using everyday language related to time. (tackled through daily routines) Beginning to experience measuring time with timers and calendars. (tackled through daily routines)
<p>UNDERSTANDING THE WORLD</p>	<p>Understanding the World provides a powerful, meaningful context for learning across the curriculum. It supports children to make sense of their expanding world and their place within it through nurturing their wonder, curiosity, agency and exploratory drive. This development requires regular and direct contact with the natural, built and virtual environments around the child and engaging children in collaborative activities which promote inquiry, problem-solving, shared decision making and scientific approaches to understanding the world. Active involvement in local community life helps children to develop a sense of civic responsibility, a duty to care, a respect for diversity and the need to work for peaceful co-existence. In addition, first-hand involvement in caring for wildlife and the natural world provides children with an appreciation of ecological balance, environmental care and the need to live sustainable lives. Rich play, virtual and real world experiences support learning about our culturally, socially, technologically and ecologically diverse world and how to stay safe within it. They also cultivate shared meanings and lay the foundation for equitable understandings of our interconnectedness and interdependence.</p>					
<p>Past and Present People, Culture and Communities</p>	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines. Talks about past and present events in their own life and in the lives of family 	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines. Talks about past and present events in their own life and in the lives of family members. 	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines. Talks about past and present events in their own life and in the lives of family members. 	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines. Talks about past and present events in their own life and in the lives of family members. 	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines. Talks about past and present events in their own life and in the lives of family members. 	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines. Talks about past and present events in their own life and in the lives of family members.



	<ul style="list-style-type: none"> members. Knows that other children do not always enjoy the same things, and is sensitive to this. Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Completes a simple program on electronic devices Uses ICT hardware to interact with ageappropriate computer software. Can create content such as a video recording, stories, and/or draw a picture on screen. Develops digital literacy skills by being able to access, understand and interact with a range of technologies. 	<ul style="list-style-type: none"> Knows that other children do not always enjoy the same things, and is sensitive to this. Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions Completes a simple program on electronic devices Uses ICT hardware to interact with ageappropriate computer software. Can create content such as a video recording, stories, and/or draw a picture on screen. Develops digital literacy skills by being able to access, understand and interact with a range of technologies. 	<ul style="list-style-type: none"> Knows that other children do not always enjoy the same things, and is sensitive to this. Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions Completes a simple program on electronic devices Uses ICT hardware to interact with ageappropriate computer software. Can create content such as a video recording, stories, and/or draw a picture on screen. Develops digital literacy skills by being able to access, understand and interact with a range of technologies. 	<ul style="list-style-type: none"> Knows that other children do not always enjoy the same things, and is sensitive to this. Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions Completes a simple program on electronic devices Uses ICT hardware to interact with ageappropriate computer software. Can create content such as a video recording, stories, and/or draw a picture on screen. Develops digital literacy skills by being able to access, understand and interact with a range of technologies. 	<ul style="list-style-type: none"> Knows that other children do not always enjoy the same things, and is sensitive to this. Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions Completes a simple program on electronic devices Uses ICT hardware to interact with ageappropriate computer software. Can create content such as a video recording, stories, and/or draw a picture on screen. Develops digital literacy skills by being able to access, understand and interact with a range of technologies. Can use the internet with adult supervision to find and retrieve information of interest to them 	<ul style="list-style-type: none"> Knows that other children do not always enjoy the same things, and is sensitive to this. Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions Completes a simple program on electronic devices Uses ICT hardware to interact with ageappropriate computer software. Can create content such as a video recording, stories, and/or draw a picture on screen. Develops digital literacy skills by being able to access, understand and interact with a range of technologies. Can use the internet with adult supervision to find and retrieve information of interest to them
The Natural World	<ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change in nature. (daily linked to seasons and weather) Talks about the features of their own immediate environment and how environments might vary from one another. 	<ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change in nature. (daily linked to seasons and weather) Talks about the features of their own immediate environment and how environments might vary from one another. 	<ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change in nature. (daily linked to seasons and weather) Talks about the features of their own immediate environment and how environments might vary from one another. 	<ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change in nature. (daily linked to seasons and weather) Knows about similarities and differences in relation to places, objects, materials and living things. Talks about the features of their own immediate environment and how environments might vary from one another. Makes observations of animals and plants and explains why some things occur, and talks about 	<ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change in nature. (daily linked to seasons and weather) Knows about similarities and differences in relation to places, objects, materials and living things. Talks about the features of their own immediate environment and how environments might vary from one another. Makes observations of animals and plants and explains why some things occur, and talks about 	<ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change in nature. (daily linked to seasons and weather) Knows about similarities and differences in relation to places, objects, materials and living things. Talks about the features of their own immediate environment and how environments might vary from one another. Makes observations of animals and plants and explains why some things occur, and talks about



				changes.	changes.	changes.
EXPRESSIVE ARTS AND DESIGN	Children and adults have the right to participate in arts and culture. Expression conveys both thinking (ideas) and feeling (emotion). Children use a variety of ways to express and communicate, through music, movement and a wide range of materials. Creative thinking involves original responses, not just copying or imitating existing artworks. Expressive Arts and Design fosters imagination, curiosity, creativity, cognition, critical thinking and experimentation and provides opportunities to improvise, collaborate, interact and engage in sustained shared thinking. It requires time, space and opportunities to re-visit and reflect on experiences. Multi-sensory, first-hand experiences help children to connect and enquire about the world. Appreciating diversity and multiple perspectives enriches ways of thinking, being, and understanding. Skills are learned in the process of meaning-making, not in isolation.					
Creative with materials	<ul style="list-style-type: none"> Begins to build a collection of songs and dances. Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. 	<ul style="list-style-type: none"> Begins to build a collection of songs and dances. Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. 	<ul style="list-style-type: none"> Begins to build a collection of songs and dances. Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. 	<ul style="list-style-type: none"> Begins to build a collection of songs and dances. Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. 	<ul style="list-style-type: none"> Begins to build a collection of songs and dances. Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. 	<ul style="list-style-type: none"> Begins to build a collection of songs and dances. Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.
Being imaginative and expressive	<ul style="list-style-type: none"> Creates representations of both imaginary and real-life ideas, events, people and objects. Initiates new combinations of 	<ul style="list-style-type: none"> Creates representations of both imaginary and real-life ideas, events, people and objects. Initiates new combinations of movements and gestures 	<ul style="list-style-type: none"> Creates representations of both imaginary and real-life ideas, events, people and objects. Initiates new combinations of movements and gestures 	<ul style="list-style-type: none"> Creates representations of both imaginary and real-life ideas, events, people and objects. Initiates new combinations of movements and gestures 	<ul style="list-style-type: none"> Creates representations of both imaginary and real-life ideas, events, people and objects. Initiates new combinations of movements and gestures 	<ul style="list-style-type: none"> Creates representations of both imaginary and real-life ideas, events, people and objects. Initiates new combinations of movements and gestures



	<p>movements and gestures in order to express and respond to feelings, ideas and experiences.</p> <ul style="list-style-type: none"> • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes. • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping. • Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth. • Introduces a storyline or narrative into their play. • Plays cooperatively as part of a group. to create, develop and act out an imaginary idea or narrative 	<p>in order to express and respond to feelings, ideas and experiences.</p> <ul style="list-style-type: none"> • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes. • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping. • Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth. • Introduces a storyline or narrative into their play. • Plays cooperatively as part of a group. to create, develop and act out an imaginary idea or narrative 	<p>in order to express and respond to feelings, ideas and experiences.</p> <ul style="list-style-type: none"> • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes. • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping. • Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth. • Introduces a storyline or narrative into their play. • Plays cooperatively as part of a group. to create, develop and act out an imaginary idea or narrative 	<p>in order to express and respond to feelings, ideas and experiences.</p> <ul style="list-style-type: none"> • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes. • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping. • Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth. • Introduces a storyline or narrative into their play. • Plays cooperatively as part of a group. to create, develop and act out an imaginary idea or narrative 	<p>in order to express and respond to feelings, ideas and experiences.</p> <ul style="list-style-type: none"> • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes. • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping. • Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth. • Introduces a storyline or narrative into their play. • Plays cooperatively as part of a group. to create, develop and act out an imaginary idea or narrative 	<p>in order to express and respond to feelings, ideas and experiences.</p> <ul style="list-style-type: none"> • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes. • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping. • Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth. • Introduces a storyline or narrative into their play. • Plays cooperatively as part of a group. to create, develop and act out an imaginary idea or narrative
Knowledge	<ul style="list-style-type: none"> • Local area • Maps • Understanding of parts of the body • Uses time vocabulary e.g. before, now, when I was little. • Familiar stories and tales are reinvented in their play. • Nursery rhymes and familiar songs • Rhyme, humour. • Local community, 	<ul style="list-style-type: none"> • Name a variety of celebrations and festival including Christmas and Diwali. • To name a significant event in each festival and link to own family traditions • Explain how someone might celebrate each tradition and can recreate this in their play. • To understand and use vocabulary such as Diwali, 	<ul style="list-style-type: none"> • Name a variety of everyday heroes e.g. nurse, doctor, teacher, fire service. • To name what each everyday hero could help us with and what number to ring to get their help. • To know their own address and what to do in an emergency and how to use a phone to call 999. • To name where you might find an everyday hero, 	<ul style="list-style-type: none"> • Name a variety of everyday foods that we eat and describe how they taste. • To name the uses of different cooking utensils and to identify key safety features. • To name where different food comes from and where it grows. • To understand what a farmer is and their role in the food production, can 	<ul style="list-style-type: none"> • To understand and explain where we find stories and use the term fiction. • To name some devices in familiar stories e.g. books, library, ipad, kindle, radio. • Name the parts of a book e.g. spine, title, author, blurb, illustrator. • Name the main parts of a story e.g. start, beginning, middle, end, problem, solution. • Uses time vocabulary e.g. 	<ul style="list-style-type: none"> • To understand and explain where we find information and facts through non-fiction channels. • To name some devices in non-fiction texts e.g. contents page, captions, labels, definitions. • Name the parts of a book e.g. spine, title, author, blurb, photographs. • Name key features of a beach e.g. sand, water,



	<p>families and traditions.</p> <ul style="list-style-type: none"> • Acceptable and unacceptable behaviour. • Understands how to talk to adults and peers, imaginative in their play and discussions. • To name and understand how to use mark making tools such as pencils, scissors etc. • To name and understand how to run, jump, hop, skip, how to use balls, spinners, scooters & bikes. • To know what it means to bump into someone and how to change direction to avoid collisions. • To know how to feed themselves and name the utensils and foods they eat. • To know the process of going to the toilet and can go to the toilet in the correct manner. • To name and understand how to use tools and toys safely e.g. scissors, scooters/bikes, toys. • To know the taught sounds and key words from our phonics scheme and how to mark make to represent these sounds. • To say and write their own name. • Knows numbers 0-10 by reciting them, can recognise and order 	<p>festival, Rama and Sita, Nativity, Christmas, Advent.</p> <ul style="list-style-type: none"> • To name and describe traditional foods linked to different celebrations. • To listen and recite new stories such as Rama and Sita and the Nativity and name significant characters. • Understanding of parts of the body and begin to use body percussion linked to Diwali music and Christmas music. • Uses time vocabulary e.g. before, now, when I was little. • Familiar stories and tales are reinvented in their play. • Nursery rhymes and familiar songs • Rhyme, humour. • Local community, families and traditions, understands the link between school and Church and the role of Church during Christmas. • Acceptable and unacceptable behaviour. • Understands how to talk to adults and peers, imaginative in their play and discussions. • To name and understand how to use mark making tools such as pencils, scissors etc. • To name and understand how to run, jump, hop, skip, how to use balls, spinners, scooters & bikes. • To know what it means to bump into someone and how to change direction to avoid collisions and become more skilled at this. 	<p>what vehicles they use and tools, equipment and name something significant about what an everyday hero might wear.</p> <ul style="list-style-type: none"> • To know the difference between a superhero and a hero, which one is fictional and which are real. • To understand and use vocabulary such as hero, police, firefighters, ambulance, medical, first aid, plasters, fire hose, emergency, services, NHS. • To listen and recite new stories such as Superhero Gran and use these stories to develop their own fictional story. • Uses time vocabulary e.g. before, now, when I was little. • Familiar stories and tales are reinvented in their play. • Nursery rhymes and familiar songs • Rhyme, humour. • Local community, families and their role in our community e.g. significant heroes in our lives. • Acceptable and unacceptable behaviour. • Understands how to talk to adults and peers, imaginative in their play and discussions. • To name and understand how to use mark making tools such as pencils, scissors etc. • To name and understand how to run, jump, hop, skip, how to use balls, spinners, scooters & bikes. • To know what it means to bump into someone and 	<p>name some farm equipment.</p> <ul style="list-style-type: none"> • To taste and describe new foods and understand how they are made and where they come from. • To understand and use vocabulary specific to the food we are making and eating. • To understand how to best look after a plant and grow some vegetables. • To listen and recite new stories such as Mama Pynya's Pancakes and link to traditions in this country e.g. Pancake day and Easter. • Uses time vocabulary e.g. before, now, when I was little. • Familiar stories and tales are reinvented in their play. • Nursery rhymes and familiar songs • Rhyme, humour. • Local community, the role of shops in the food production chain, chefs, our kitchen staff. • Acceptable and unacceptable behaviour. • Understands how to talk to adults and peers, imaginative in their play and discussions. • To name and understand how to use mark making tools such as pencils, scissors etc. • To name and understand how to run, jump, hop, skip, how to use balls, spinners, scooters & bikes. • To know what it means to bump into someone and how to change direction to avoid collisions and become more skilled at 	<p>before, now, when I was little.</p> <ul style="list-style-type: none"> • Familiar stories and tales are reinvented in their play. • Nursery rhymes and familiar songs • Rhyme, humour. • Local community, the role of libraries, theatres, cinemas. • Acceptable and unacceptable behaviour. • Understands how to talk to adults and peers, imaginative in their play and discussions. • To name and understand how to use mark making tools such as pencils, scissors etc. • To name and understand how to run, jump, hop, skip, how to use balls, spinners, scooters & bikes. • To know what it means to bump into someone and how to change direction to avoid collisions and become skilled at this. • To know how to feed themselves and name the utensils and foods they eat. • To develop emotional resilience around trying new things. • To know the process of going to the toilet and can go to the toilet in the correct manner. • To name and understand how to use tools and toys safely e.g. scissors, scooters/bikes, toys. • To know the taught sounds and key words from our phonics scheme and how to mark make to represent these sounds that are beginning to be 	<p>pier and compare to local area.</p> <ul style="list-style-type: none"> • Identify and name sea creatures that live on the shore and in the ocean. • Link own experiences of holidays by describing what they would pack to go on holiday to different locations. • To know what holidays to the beach were like in the past and compare similarities and differences. • Uses time vocabulary e.g. before, now, when I was little. • Familiar stories and tales are reinvented in their play. • Nursery rhymes and familiar songs • Rhyme, humour. . • Acceptable and unacceptable behaviour. • Understands how to talk to adults and peers, imaginative in their play and discussions. • To name and understand how to use mark making tools such as pencils, scissors etc. • To name and understand how to run, jump, hop, skip, how to use balls, spinners, scooters & bikes. • To know what it means to bump into someone and how to change direction to avoid collisions and become skilled at this. • To know how to feed themselves and name the utensils and foods they eat. • To develop emotional resilience around trying new things. • To know the process of
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	<p>some of these numbers.</p> <ul style="list-style-type: none"> Begins to subsidise numbers to 5. Counts using 1:1 correspondence. Recognises and name some 2D and 3D shapes in their environment, and can talk about some of their properties. Can recognise some patterns in their environment. Recognise when someone tells them the days of the week, months etc through daily re-visiting of days of the week, weather, seasons, times of day. To know that you can try again and improve through trial and error to gain desired outcomes. Knows the names of different feelings and name their own feelings. Can name and use materials and combinations of art forms to create pictures of themselves and their families. Can describe the properties of different materials e.g. rough, smooth, shiny etc. Recognises and names different colours and begins to understand how to mix colours and say what the new colour is. 	<ul style="list-style-type: none"> To know how to feed themselves and name the utensils and foods they eat. To know the process of going to the toilet and can go to the toilet in the correct manner. To name and understand how to use tools and toys safely e.g. scissors, scooters/bikes, toys. To know the taught sounds and key words from our phonics scheme and how to mark make to represent these sounds that are beginning to be recognisable by an adult. To say and write their own name confidently, can recognise most sounds in their name. Knows numbers 0-10 by reciting them, can recognise and order these numbers. Begins to subsidise numbers to 10. Counts using 1:1 correspondence. Recognises and name some 2D and 3D shapes in their environment, and can talk about some of their properties. Can recognise some patterns in their environment. Recognise when someone tells them the days of the week, months etc through daily re-visiting of days of the week, weather, seasons, times of day. To know that you can try again and improve through trial and error to gain desired outcomes. Knows the names of different feelings and 	<p>how to change direction to avoid collisions and become more skilled at this.</p> <ul style="list-style-type: none"> To know how to feed themselves and name the utensils and foods they eat. To know the process of going to the toilet and can go to the toilet in the correct manner. To name and understand how to use tools and toys safely e.g. scissors, scooters/bikes, toys. To know the taught sounds and key words from our phonics scheme and how to mark make to represent these sounds that are beginning to be recognisable by an adult, begin to write clear CVC words and simple captions/sentences. To say and write their own name confidently, can recognise all of the sounds in their name. Knows numbers 0-15 by reciting them, can recognise and order these numbers. Begins to subsidise numbers to 10. Counts using 1:1 correspondence. Recognises and name some 2D and 3D shapes in their environment, and can talk about some of their properties. Can recognise some patterns in their environment. Recognise when someone tells them the days of the week, months etc through daily re-visiting of days of the week, weather, 	<p>this.</p> <ul style="list-style-type: none"> To know how to feed themselves and name the utensils and foods they eat. To develop emotional resilience around trying new things. To know the process of going to the toilet and can go to the toilet in the correct manner. To name and understand how to use tools and toys safely e.g. scissors, scooters/bikes, toys. To know the taught sounds and key words from our phonics scheme and how to mark make to represent these sounds that are beginning to be recognisable by an adult, write clear CVC words and simple captions/sentences. To say and write their own name confidently, can recognise all of the sounds in their name. Knows numbers 0-20 by reciting them, can recognise and order these numbers. Begins to subsidise numbers to 10. Counts using 1:1 correspondence. Recognises and name some 2D and 3D shapes in their environment, and can talk about some of their properties. Can recognise some patterns in their environment. Recognise when someone tells them the days of the week, months etc through daily re-visiting of days of the week, weather, 	<p>recognisable by an adult, write clear CVC words and simple captions/sentences.</p> <ul style="list-style-type: none"> To begin to identify characters and settings and use these to inform their own story telling.. Knows numbers 0-20 and beyond by reciting them, can recognise and order these numbers. Subsidise numbers to 10 confidently. Counts using 1:1 correspondence. Recognises and name some 2D and 3D shapes in their environment, and can talk about some of their properties. Can recognise some patterns in their environment. Recognise when someone tells them the days of the week, months etc through daily re-visiting of days of the week, weather, seasons, times of day. Can name the day after and the day before, can begin to use vocab yesterday and tomorrow. Can name the season we are in and which one comes next. To know that you can try again and improve through trial and error to gain desired outcomes. Knows the names of different feelings and name their own feelings and be considerate and name other people's feelings. To know the impact of our actions on other people's feelings. To begin to try and resolve issues with our 	<p>going to the toilet and can go to the toilet in the correct manner.</p> <ul style="list-style-type: none"> To name and understand how to use tools and toys safely e.g. scissors, scooters/bikes, toys. To know the taught sounds and key words from our phonics scheme and how to mark make to represent these sounds that are beginning to be recognisable by an adult, write clear CVC words and sentences. To begin to understand the impact of plastic pollution on our planet. To name an influential individual linked to our planet e.g. David Attenborough and Greta Thunberg. Knows numbers 0-20 and beyond by reciting them, can recognise and order these numbers. Subsidise numbers to 10 confidently. Counts using 1:1 correspondence. Recognises and name some 2D and 3D shapes in their environment, and can talk about some of their properties. Can recognise some patterns in their environment. Recognise when someone tells them the days of the week, months etc through daily re-visiting of days of the week, weather, seasons, times of day. Can name the day after and the day before, can begin to use vocab yesterday and tomorrow. Can name the season we are in and
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		<p>name their own feelings and be considerate and name other peoples feelings.</p> <ul style="list-style-type: none"> • Can name and use materials and combinations of art forms to create pictures linked to a celebration. • Can describe the properties of different materials e.g. rough, smooth, shiny etc. • Recognises and names different colours and begins to understand how to mix colours and say what the new colour is. 	<p>seasons, times of day. Can name the day after and the day before, can begin to use vocab yesterday and tomorrow. Can name the season we are in and which one comes next.</p> <ul style="list-style-type: none"> • To know that you can try again and improve through trial and error to gain desired outcomes. • Knows the names of different feelings and name their own feelings and be considerate and name other people's feelings. • To know the impact of our actions on other people's feelings. • Can name and use materials and combinations of art forms to create pictures linked to a hero. • Can describe the properties of different materials e.g. waterproof, warm, see through. • Recognises and names different colours and begins to understand how to mix colours and say what the new colour is. 	<p>seasons, times of day. Can name the day after and the day before, can begin to use vocab yesterday and tomorrow. Can name the season we are in and which one comes next.</p> <ul style="list-style-type: none"> • To link food growth to the seasons of the year. • To know that you can try again and improve through trial and error to gain desired outcomes. • Knows the names of different feelings and name their own feelings and be considerate and name other people's feelings. • To know the impact of our actions on other people's feelings. • To begin to try and resolve issues with our friends that may lead to negative feelings. • Can name and use materials and combinations of art forms to create pictures linked to a hero. • Can describe the properties of different foods and compare similarities and differences. • Can describe how food is packaged and link to being environmentally friendly. • Recognises and names different colours and begins to understand how to mix colours and say what the new colour is. 	<p>friends that may lead to negative feelings.</p> <ul style="list-style-type: none"> • Can name and use materials and combinations of art forms to create pictures linked to a story. • Recognises and names different colours and begins to understand how to mix colours and say what the new colour is. 	<p>which one comes next.</p> <ul style="list-style-type: none"> • To know that you can try again and improve through trial and error to gain desired outcomes. • Knows the names of different feelings and name their own feelings and be considerate and name other people's feelings. • To know the impact of our actions on other people's feelings. • To begin to try and resolve issues with our friends that may lead to negative feelings. • Can name and use materials and combinations of art forms to create pictures linked to a story. • Recognises and names different colours and begins to understand how to mix colours and say what the new colour is.
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Vocabulary that is specific to each subject area of learning in Continuous Provision	
History	today, yesterday, tomorrow, day, week, month, year, present, past, future, when I was little, remember, ago, old,



	new, then, now, same, different
Geography	community, town, village, city, farm, beach, woods, desert, polar, jungle, rainforest, world, globe, earth map, street, road, bridge, building, sea, river, lake, land, school, church, supermarket, house, flat
Science	experiment, investigate, predict, sort, group, record, compare, describe force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, skeleton, human wood, metal, plastic, glass, rock, hard, rough, smooth
Art	paint, draw, colour, mark-make, lines, circles, squares, rectangles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, sculptor
DT	appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe, chop, cut, grate, peel
Music	song, chorus, verse, tune, percussion instrument names, rhythm, loud, quiet, fast, slow, compose, dance, move, perform,
Computing	internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume
Water play	full, empty, more, less, same, float, sink, evaporate, liquid, puddle, droplet, drift, absorbs, heavy/light, freezing, melting, ice
Sand play	fall, fallen down, fill, full, half-full, overflow, pile, press, damp, crumbly, lumpy, gritty, solid
Block/ construction play	circle triangle, square, shape, flat, curved, straight, round, hollow, solid, corner (point, pointed), cube, sphere, pyramid, cone Positional language: Over, under, above, below, top, bottom, side on, in, outside, inside, behind, front, back, before, after, besides, next to, opposite join, shape, design, build, model, cut, shape, stick