

# Castle View Primary and Nursery School

## EYFS Nursery & Reception Long Term Curriculum Plan/ Map

Cycle A- 2021-2022



Nursery = Nursery 3-4 year olds

Reception= Reception

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme Nursery & Reception	I wonder... What is special about me?	I wonder... How do people celebrate?	I wonder...What is out there?	I wonder... How can we get there?	I wonder...What happened before?	I wonder.... What will happen next?
Possible ideas, mini themes  Nursery & Reception  <i>(These themes may change or be replaced depending on child interest or fascination)</i>	Starting School New Beginnings Feelings / Being kind Houses and homes Superheroes People who help us My Family Where do I live? Staying Safe Season – Autumn	Birthdays Special Occasions Halloween Bonfire Night Remembrance Day Diwali Christmas	Weather Space / Stars Animals Day and Night Comparing places and environments Under the Sea Chinese New Year Easter Our World Season- Winter	Vehicles Traveling to different places / countries / islands Exploring Maps	Growing and Changing Plants and Flowers Exploring Keeping fit and Healthy Animals and Minibeasts Human Body Life Cycles Dinosaurs Season- Spring	Robots The next generation Science experiments Year 1 transition Growing up When I grow up.... People who help us Global Warming Looking after the planet Recycling Season- Summer
Possible key stories/ text  Nursery & Reception  <i>(These texts/ stories may change or be replaced depending on child interest or fascination)</i>	Goldilocks and the three Bears The Colour Monster Pete the Cat The Big Book of Families The Rainbow Fish In My Heart Incredible Me! Only One you! Hodge The Hedgehog Pumpkin Soup Rainbow Fish You Choose	Rama and Sita Sparks in the Sky Lighting a lamp The Jolly Postman Father Christmas Lost and Found It's my Birthday The Nativity Story	Alfie's weather Whatever Next Penguin Small Whatever Next The Man on the Moon The Snow Queen Around the World with Max and Lemon Shark in the Dark P is for Passport The World around me The Great big Explorer The Easter Story	The Naughty Bus Mr. Gumpy's Outing The Train Ride Bob, The Man on the Moon Oi! Get off my train! Zog Zog and the flying Doctors The Snail and the Whale Beegu How to catch a Star	Jaspers Beanstalk Handa's Surprise The Tiny Seed Spinderella Jack and The Beanstalk The Emperors Egg The Very Hungry Caterpillar Tyrannosaurs Drip Monkey Puzzle Super Bat The Body Book	Robots, Robots Everywhere The Magic Hair Swap The Paper Dolls Ruby's Worry Look After your Planet What a Waste Michael Recycle Somebody Swallowed Stanley Tidy Greta and the Giants
Enrichment/ Whole School Focus Weeks  Nursery & Reception	Remembrance Day Harvest Festival Big Draw- Art focus Meet my Buddy Art Exhibition	Bonfire Night / Guy Fawkes Diwali Hanukkah Christmas Time/ Nativity	Bodhi Day Chinese New Year LENT Valentine's Day Lyrical Recital	Mother's Day Queen's Birthday Pancake Day St David's Day St Patrick's Day	Start of Ramadan Eid D-Day Butterfly Life cycle Baby photos	Father's Day Healthy Eating Week World Environment Day Anniversary of the NHS

<i>(Including but not limited to)</i>		Black History Month Anti- Bullying Week Children in Need Internet Safety Week	Road Safety Week Aspirations Day Teeth Health Workshop Easter Time Easter Egg Hunt	World Book Day	Food tasting Sports Day	
'Wow' Moments / Trips  Nursery & Reception  See trip progression document	<b>Nursery -</b> Local Autumn Walk  Orchard experience  <b>Reception-</b> Local Autumn Walk  Orchard experience    School library visit each half-term	<b>Nursery -</b> Father Christmas Visit  Local Postbox walk  <b>Reception-</b> Father Christmas Visit  Local Postbox walk    School library visit each half-term	<b>Nursery -</b> Chinese family member to discuss life in China and CNY  PCSO Visit  Winter walk  <b>Reception-</b> Chinese family member to discuss life in China and CNY  PCSO Visit  Winter walk   School library visit each half-term	<b>Nursery -</b> Library visit with child and parents (afternoon)  Pond dipping experience  <b>Reception-</b> Local Library walk and experience  Pond dipping experience  School library visit each half-term	<b>Nursery -</b> Local Spring walk  <b>Reception-</b> Local Spring walk  Local church visit   School library visit each half-term	<b>Nursery -</b> Local Summer Walk  Parent Picnic  <b>Reception-</b> Trip to Chester Zoo  Local walk to compare all seasons we have looked at  School library visit each half-term
Assessment Opportunities  Nursery & Reception  <i>(Including but not limited to)</i>	<b>Nursery -</b> In- home – baseline assessments Wellcomm (Speech and Language screening tool) assessments Ready for Reception tracker for LA  <b>Reception-</b> Staggered Start National Baseline assessment	<b>Nursery -</b> Ready for Reception tracker for LA  <b>Reception-</b> Baseline analysis Pupil Progress meetings Parents Evening GLD tracker for LA Phonics assessment	<b>Nursery -</b> In- home – baseline assessments – new starters Wellcomm assessments Cluster Moderation Internal Moderation  <b>Reception-</b> Cluster Moderation EYFS Team meetings Internal Moderation Wellcomm assessments	<b>Nursery -</b> Ready for Reception tracker for LA  <b>Reception-</b> Pupil Progress meetings GLD tracker for LA Parents Evening Phonics assessment	<b>Nursery -</b> In- home – baseline assessments – new starters Ready for Reception tracker for LA Cluster Moderation EYFS Team meetings Internal Moderation  <b>Reception-</b> Cluster Moderation EYFS Team meetings Internal Moderation GLD tracker for LA	<b>Nursery -</b> Ready for Reception final data for LA EOY Data Final Wellcomm Assessment  <b>Reception-</b> GLD tracker for LA Pupil progress meetings Parents evening EOY Data Final Wellcomm Assessment Phonics assessment

	Wellcomm (Speech and Language screening tool) assessments GLD tracker for LA  <i>On-going assessment for learning</i>	<i>On-going assessment for learning</i>	<i>On-going assessment for learning</i>	<i>On-going assessment for learning</i>	<i>On-going assessment for learning</i>	<i>On-going assessment for learning</i>
Parental Involvement  <b>Nursery &amp; Reception</b>  <i>(Including but not limited to)</i>  <b>Come and Read every Thursday morning for Nursery and Reception</b>	<b>Nursery -</b> 2Evidence Me parent share Art Exhibition Parent/ child induction Parents Evening  <b>Reception-</b> Evidence Me parent share Art Exhibition Parents Evening	<b>Nursery -</b> Evidence Me parent share Come and Play Christmas Nativity  <b>Reception-</b> Evidence Me parent share Come and Play- Phonics / Reading (Bug club) Christmas Nativity	<b>Nursery -</b> Evidence Me parent share Lyrical Recital Parent/ child induction Stay and Read – morning  <b>Reception-</b> Evidence Me parent share Stay and Read afternoon Lyrical Recital	<b>Nursery -</b> Evidence Me parent share Come and Play Easter celebration  <b>Reception-</b> Evidence Me parent share Come and Play- Maths Easter celebration Parents Evening	<b>Nursery -</b> Evidence Me parent share Parent/ child induction Sponsored Bike ride  <b>Reception-</b> Evidence Me parent share Sponsored Bike ride	<b>Nursery -</b> Evidence Me parent share Lyrical Recital Sports Day Come and Play- Celebration Parents Evening – Transition to Reception  <b>Reception-</b> Evidence Me parent share Lyrical Recital Sports Day Come and Play- Celebration
Key Knowledge  <b>Nursery &amp; Reception</b>  <i>(These ideas may change depending on child interest or fascination)</i>	<b>What is special about me?</b> - Families are all different and vary in shapes and sizes. - We are all unique, but other people can have similarities to me. - It is good to be different. - We must be kind and respectful to everyone. - We sometimes like different things but	<b>How do people celebrate?</b> - People celebrate different things and have different traditions. - There are different / traditions celebrations all over the world (in different countries) - People celebrate their birthday to remember the day they were born. - Harvest is a time to say thank you for what we have.	<b>What is out there?</b> - The Earth is where we and others, including animals and plants live. - There is more sea than land on earth. - Polar regions are cold, icy and have snow. Not many plants grow there. - Polar bears, penguins and seals live in polar landscapes. - Deserts are wet, hot and humid. They	<b>How could we get there?</b> - We can use a map to help us understand where a place is. - There are lots of different modes of transport. - People travel in different ways e.g. aeroplanes, boats, ships, trains. - Boats and ships can carry people and goods.	<b>What happened before?</b> - People wore different clothes. - People travelled in different ways. - Houses were made of different materials. - Plants grow from seeds. - Baby animals are sometimes known as different names to the adult.	<b>What will happen next?</b> - We have a responsibility to look after our world. - Recycling helps to save our planet by re-using materials. - We need to put our rubbish in the bin as this can harm animals and the environment. - Plants have roots, stems, leaves and flowers.

	<p>can enjoy the same things.</p> <ul style="list-style-type: none"> <li>- We may feel differently throughout the day and that is okay. It is good to verbalise our feelings.</li> </ul> <p style="text-align: center;"><b>Autumn</b></p> <ul style="list-style-type: none"> <li>- There are 4 different seasons in the year.</li> <li>- Autumn is a season.</li> <li>- In Autumn the leaves change colour (orange/ reds/ browns) and they start to fall off the trees.</li> </ul>	<ul style="list-style-type: none"> <li>- Remembrance Day is a day spent remembering the people who have died in the wars. There is a time of silence at 11am.</li> <li>- Diwali is the Indian festival of light and new beginnings.</li> <li>- India is a different country, far from where we live.</li> <li>- Bonfire night is celebrated with bonfires and fireworks.</li> <li>- Advent is a time of preparation for Christmas.</li> <li>- Christmas Day is on the 25<sup>th</sup> December and is a Christian festival celebrating the birth of Jesus.</li> </ul>	<p>have lots of rain. Lots of trees and flowers grow.</p> <ul style="list-style-type: none"> <li>- Lots of different things live under the sea.</li> <li>- There is no oxygen in space.</li> <li>- The weather/ climate is different all over the world.</li> <li>- When we see the sun shining in the sky it is the daytime</li> <li>- When we don't see the sun shining in the sky and it is dark, it is night time.</li> </ul> <p style="text-align: center;"><b>Chinese New Year</b></p> <ul style="list-style-type: none"> <li>- Chinese New Year is a festival celebrated all around the world.</li> <li>- It is China's most important festival where they celebrate the start of a new year.</li> <li>- Each year us named after a different animal.</li> <li>- China is a different country, far from where we live.</li> </ul> <p style="text-align: center;"><b>Winter</b></p> <ul style="list-style-type: none"> <li>- There are 4 different seasons in the year.</li> <li>- Winter is a season.</li> </ul>	<ul style="list-style-type: none"> <li>- Boats and ships sink in the water.</li> </ul> <p style="text-align: center;"><b>Easter</b></p> <ul style="list-style-type: none"> <li>- Easter is an important festival for Christians.</li> <li>- It celebrates Jesus rising from the dead.</li> <li>- Easter eggs are eaten to celebrate Easter/ new People celebrate different things and have different traditions.</li> <li>- There are different / traditions celebrations all over the world (in different countries)</li> <li>- People celebrate their birthday to remember the day they were born.</li> </ul>	<ul style="list-style-type: none"> <li>- Some baby animals do not look like the adult.</li> <li>- We need food, water, oxygen and shelter to survive.</li> <li>- It is important to stay healthy by eating a balanced diet, exercising, drinking enough water and sleeping enough.</li> <li>- We have 5 senses.</li> <li>- We were all babies and toddlers before were children.</li> </ul> <p style="text-align: center;"><b>Spring</b></p> <ul style="list-style-type: none"> <li>- There are 4 different seasons in the year.</li> <li>- Spring is a season.</li> <li>- In Spring it starts to get a little warmer and things start to grow again. Farmers plant their crops/ seeds.</li> </ul>	<ul style="list-style-type: none"> <li>- Plants need light and water to grow.</li> <li>- After being a child, we will become a teenager and then an adult.</li> <li>- Through our lives we will change and grow.</li> <li>- After Reception, I will go into Year 1.</li> <li>- After primary school, I will go to high school.</li> </ul> <p style="text-align: center;"><b>Summer</b></p> <ul style="list-style-type: none"> <li>- There are 4 different seasons in the year.</li> <li>- Summer is a season.</li> <li>- In summer it can be hot and lots of things grow. It can be very dry if it doesn't</li> </ul>
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			- In the Winter not much grows. It is cold and can be snowy and icy. -			
Key Vocabulary  Nursery & Reception  <i>(Including but not limited to)</i>	<b>Nursery -</b> Family, special, feelings, baby, child, Autumn, different, same  <b>Reception-</b> Emotions, unique, respect, kindness, manners, rules, baby, toddler, adult, season, Autumn.	<b>Nursery -</b> Parade, celebrate, party, God  <b>Reception-</b> Celebration, festival, decorate, banquet, gift, tradition, culture, belief, faith, Christian, God	<b>Nursery -</b> Cold, warm, weather, world, exploring, winter  <b>Reception-</b> Frozen, seasons, environment, temperature, habitat, planets, passport, Season, winter	<b>Nursery -</b> travel, place, map, journey, town, Runcorn, world, path, road, bridge, sea,  <b>Reception-</b> Travel, vehicles, adventure, route, destination, island, direction, town, country, earth, river, lake, forest	<b>Nursery -</b> Body, healthy, exercise, grow, spring  <b>Reception-</b> Health, insect, growth, harvest, senses, past, life-cycle, yesterday, today	<b>Nursery -</b> Reuse, adult, birthday, grow, summer  <b>Reception-</b> Future, global warming, recycle, compost, independent, summer

**Communication and Language**

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Themes Nursery & Reception	<b>I wonder... What is special about me?</b>	<b>I wonder... How do people celebrate?</b>	<b>I wonder...What is out there?</b>	<b>I wonder... How could we get there?</b>	<b>I wonder...What happened before?</b>	<b>I wonder. What will happen next?</b>
Educational Programme	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<b>Nursery</b> and <b>Reception</b> skills & knowledge	<p align="center"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To sing rhymes and explore picture books</li> <li>- To talk about themselves and their families in their play</li> <li>- To develop their communication that can be understood by others</li> </ul> <p align="center"><b>Reception</b></p> <ul style="list-style-type: none"> <li>- To talk about themselves and others in full sentences</li> <li>- To enjoy singing songs, joining in stories and group time discussions</li> <li>- To speak about a range of texts, sharing ideas and thoughts with adults and peers</li> </ul>	<p align="center"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To talk about celebrations at home</li> <li>- To listen to stories about celebrations such as Diwali, Christmas and talk about why they are celebrated</li> <li>- To listen to and follow simple instructions</li> </ul> <p align="center"><b>Reception</b></p> <ul style="list-style-type: none"> <li>- To compare different festivals using vocabulary they have acquired from their learning</li> <li>- To make comments about their observations</li> <li>- To use talk to organise their thinking</li> </ul>	<p align="center"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To begin to use a wide range of vocabulary</li> <li>- To talk in short sentences so that others can understand.</li> <li>- To listen to and follow simple instructions</li> <li>- To respond to questions appropriately</li> <li>- To express a point of view</li> </ul> <p align="center"><b>Reception</b></p> <ul style="list-style-type: none"> <li>- To give opinions and share ideas with confidence in different situations</li> <li>- To describe features of different stories</li> </ul>	<p align="center"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To listen to stories and retain key vocabulary</li> <li>- To be able to talk about the setting and characters in the story</li> <li>- To be able to use connectives</li> <li>- To listen to and follow simple instructions</li> <li>- To respond to questions appropriately</li> <li>- To talk in short sentences so that others can understand</li> </ul> <p align="center"><b>Reception</b></p> <ul style="list-style-type: none"> <li>- To describe familiar texts with detail</li> </ul>	<p align="center"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To listen to stories and retain key vocabulary</li> <li>- To be able to answer questions and share opinions using the relevant vocabulary</li> <li>- To be able to talk about the setting and characters in the story</li> <li>- To be able to use connectives in their speech</li> <li>- To take turns to speak in a conversation</li> </ul> <p align="center"><b>Reception</b></p> <ul style="list-style-type: none"> <li>- To use conjunctions in sentences</li> <li>- To share ideas in small groups and</li> </ul>	<p align="center"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To develop a wide range of vocabulary</li> <li>- To listen to different nursery rhymes and be able to join in singing words confidently and clearly</li> <li>- To be able to answer questions and share opinions using the relevant vocabulary</li> <li>- To be able to talk about the setting and characters in the story with confidence</li> </ul> <p align="center"><b>Reception</b></p> <ul style="list-style-type: none"> <li>- To use a full vocabulary bank including technical language</li> </ul>

	<ul style="list-style-type: none"> <li>- To recite the numbers 1-3 in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>- To recite the numbers 1-3 in Spanish</li> <li>- To use the greeting Hola (hello in Spanish) for the morning register</li> </ul>	<ul style="list-style-type: none"> <li>- To talk to others and take it in turns to talk</li> <li>- To demonstrate good listening behaviors</li> <li>- To follow instructions with two or more parts</li> <li>- To recite the numbers 1-5 in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>- and using full sentences</li> <li>- To ask questions about familiar aspects of their environment and learning</li> <li>- To use the greeting adios (bye in Spanish) at the end of the day</li> </ul>	<ul style="list-style-type: none"> <li>- whole class situations confidently</li> <li>- To respond to what other people say e.g. peers, teachers etc</li> </ul>	<ul style="list-style-type: none"> <li>- To use conjunctions in sentences</li> <li>- To use past, present and future forms</li> <li>- To ask questions about what I have heard</li> <li>- To explain events that have already happened in detail</li> </ul>
<p><b>Nursery</b> and <b>Reception</b> end goals</p>	<p style="text-align: center;"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- I can listen to songs, stories and rhymes and respond by joining in</li> <li>- I can sing a favourite nursery rhyme</li> <li>- I can retell stories in my own words</li> <li>- I can start a conversation and take it in turns to speak</li> <li>- I can speak in sentences of 4-6 words</li> <li>- I can understand and respond to a simple instruction</li> </ul> <p style="text-align: center;"><b>Reception (ELG)</b></p> <ul style="list-style-type: none"> <li>- To express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from an adult</li> <li>- To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and in whole class discussions and small group interactions</li> <li>- To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhyme and poems when appropriate</li> <li>- To hold conversation when engaged in back and forth exchanges with their teachers and peers</li> <li>- To participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>- To make comments about what they have heard and ask questions to clarify understanding</li> </ul>					

**Personal, Social and Emotional Development**

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Themes Nursery & Reception	<b>I wonder... What is special about me?</b>	<b>I wonder... How do people celebrate?</b>	<b>I wonder...What is out there?</b>	<b>I wonder... How could we get there?</b>	<b>I wonder...What happened before?</b>	<b>I wonder. What will happen next?</b>
Educational Programme	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
<b>Nursery</b> and <b>Reception</b> skills & knowledge	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To separate from main carer and learn to adapt to the new Nursery environment</li> <li>- To choose and use resources / activities with support if required</li> <li>- To wash hands after using the toilet</li> <li>- To see themselves as a member of the 'Terrific Triangles' (Nursery)</li> <li>- To begin to follow the class routines and rules</li> <li>- To know some feelings e.g. sad, happy</li> <li>- To be supported to choose their snack preference</li> <li>- To become familiar with using the toilet – may need some support</li> <li>- To know why we have to wash our hands</li> </ul>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To increasingly follow the routines and rules</li> <li>- To choose and use resources / activities with support if required</li> <li>- To discuss how they are feeling and talk about these e.g. happy</li> <li>- To play with others – elaborating play ideas</li> <li>- To enjoy playing with others</li> <li>- To choose their own snack independently</li> <li>- To use the toilet mostly independently</li> </ul>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To listen to and follow the rules</li> <li>- To make some choices / decisions for themselves</li> <li>- To play with others – elaborating and extending ideas in a group</li> <li>- To understand feelings and begin to understand how others may feel in certain situations</li> <li>- To learn how to share resources and take turns (with support)</li> <li>- To help new starters with their snack preferences</li> <li>- To know how to keep my teeth clean</li> </ul>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To play with others – elaborating and extending ideas in a group</li> <li>- To become more outgoing with unfamiliar people in the setting / bubble</li> <li>- To begin to speak up for themselves in a way which is respectful e.g. saying how you feel, asking for what you want or need</li> <li>- To use the toilet mostly independently</li> <li>- To wash their hands with little reminders</li> <li>- To know how often and when we need to brush our teeth</li> </ul>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To show more confidence in new social situations</li> <li>- To play with others – elaborating and extending ideas in a group</li> <li>- To talk about a range of feelings, identifying these in themselves and others</li> <li>- To be supported to find solutions to conflicts and accepting that they have to take turns</li> <li>- To make healthy food choices</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- To show an understanding of healthy foods and</li> </ul>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To play with others – elaborating and extending ideas in a group</li> <li>- To find solutions to conflicts and suggesting new / other ideas</li> <li>- To talk to others to solve conflicts</li> <li>- To grow and change to move onto becoming a star</li> <li>- To have a go with new activities and explore new parts of the classroom / environment</li> <li>- To make healthy exercise choices</li> </ul> <p><b>Reception</b></p>

	<p>before food and after using the toilet</p> <ul style="list-style-type: none"> <li>- To learn to look after the resources in the class</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- To see themselves as a valuable individual in the class and school</li> <li>- To know the class rules and routines</li> <li>- To take responsibility for keeping their classroom welcoming</li> <li>- To begin to build relationships in the class, showing respect to others</li> <li>- To express and identify their feelings <ul style="list-style-type: none"> <li>- To use the toilet independently</li> <li>- To wash hands independently and correctly</li> </ul> </li> <li>- To know the importance of hand washing and overall hygiene to health and well-being</li> </ul>	<ul style="list-style-type: none"> <li>- To wash their hands with little reminders</li> <li>- To keep themselves safe by roads</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- To express and identify their own feelings</li> <li>- To build close relationships and form friendships, showing respect to others</li> <li>- To share resources and toys with others</li> <li>- To use the toilet independently and manage hygiene <ul style="list-style-type: none"> <li>- To follow instructions given by an adult and act upon these</li> </ul> </li> <li>- To be confident in the familiar school environment <ul style="list-style-type: none"> <li>- To use the toilet independently</li> <li>- To wash hands independently and correctly</li> </ul> </li> <li>- To be able to cross the road safely</li> </ul>	<ul style="list-style-type: none"> <li>- To use the toilet mostly independently</li> <li>- To wash their hands with little reminders</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- To express and identify their feelings and moderate these both socially and emotionally</li> <li>- To think about their own feelings and those of others by given examples of how others might feel in certain situations</li> <li>- To try new activities in the environment</li> <li>- To follow rules in the wider school community</li> <li>- To understanding the importance of tooth brushing</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- To build strong, mutually respectful relationships – what makes a great friend?</li> <li>- To understand how to manage their own needs, hopes and dreams</li> <li>- To try new activities in the environment</li> <li>- To follow rules in the wider school community</li> <li>- To understand the importance of ‘sensible’ amounts of screen time</li> <li>- To know ways to keep their teeth healthy</li> </ul>	<p>healthy choices – why are they important?</p> <ul style="list-style-type: none"> <li>- To look after others and understand how they feel about something</li> <li>- To show resilience and perseverance in the face of a challenge</li> <li>- To discuss why we take turns, wait politely, tidy up after ourselves etc</li> <li>- To play with others and solve conflicts – with little adult support</li> </ul>	<ul style="list-style-type: none"> <li>- To show understanding towards looking after our planet e.g. recycling, global warming</li> <li>- To understanding how to look after themselves as they grow / move on <ul style="list-style-type: none"> <li>- To take part in sports day with an understanding of winning and losing</li> </ul> </li> <li>- To show resilience and perseverance in the face of a challenge</li> <li>- To play with others and solve conflicts – with no adult intervention</li> <li>- To understanding the importance of exercise on overall health and well-being</li> </ul>
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**Nursery and  
Reception** end goals

**Nursery**

- I can talk about my feelings and the feelings of others
- I can share and take turns
- I can use the toilet independently and wash my hands
- I can sit at the table with my friends and enjoy snack and a conversation
- I can follow the classroom rules
- I can keep myself safe from strangers, water and roads

**Reception (ELG)**

- To manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices, teeth brushing and exercise
- To give focused attention to adults, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions
- To form positive attachments to adults and friendships with peers
- To explain the reasons for rules, know right from wrong and try to behave accordingly
- To show sensitivity to their own and others needs
- To set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- To be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- To work and play cooperatively and take turns with others
- To keep myself safe from strangers and articulate the reason behind this
- To keep myself safe from water and articulate the reason behind this

**Physical Development**

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Themes Nursery & Reception	<b>I wonder.... What is special about me?</b>	<b>I wonder... How do people celebrate?</b>	<b>I wonder...What is out there?</b>	<b>I wonder... How could we get there?</b>	<b>I wonder...What happened before?</b>	<b>I wonder. What will happen next?</b>
Educational Programme	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
Gross and Fine Motor Skills  Nursery and Reception skills & knowledge  Reception 1 PE session in the hall each week using CompletePE online platform	<p align="center"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To explore rolling, walking, running, jumping, hopping, skipping, marching and crawling</li> <li>- To explore different wheeled balance equipment e.g. bikes, scooters</li> <li>- To find a comfortable hand grip to mark make</li> <li>- To use a paintbrush to paint a picture</li> <li>- To pour milk from a jug into a cup for snack – support if required</li> <li>- To develop their confidence to try and put on their own coat</li> </ul> <p align="center"><b>Reception</b></p>	<p align="center"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To explore pushing, rolling and bouncing different balls</li> <li>- To run and stop.</li> <li>- To explore different wheeled balance equipment e.g. bikes, scooters</li> <li>- To begin to make large muscle movements using streamers imitating circles, vertical lines and horizontal lines</li> <li>- To pour milk from a jug into a cup for snack independently</li> <li>- To use different tools to paint pictures</li> </ul> <p align="center"><b>Reception COMPLETE PE Ball skills- Hands</b></p>	<p align="center"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To explore kicking different balls</li> <li>- To be able to kick a ball</li> <li>- To explore different wheeled balance equipment e.g. bikes, scooters</li> <li>- To work with others to move large objects to make an obstacle course</li> <li>- To begin to find a more comfortable hand to mark make (dominant hand)</li> <li>- To use scissors to make snips in paper</li> <li>- To join large jigsaw pieces together</li> </ul> <p align="center"><b>Reception COMPLETE PE Ball skills- Feet</b></p>	<p align="center"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To dance to music, they like</li> <li>- To create their own dance moves in line with the music they can hear</li> <li>- To explore different wheeled balance equipment e.g. bikes, scooters</li> <li>- To use a rolling pin to change materials</li> <li>- To explore a knife and a fork</li> <li>- To line up as a class or in a group</li> <li>- To use hand- eye coordination to place objects on a steak</li> <li>- To balance bricks to build vertically</li> </ul> <p align="center"><b>Reception</b></p>	<p align="center"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To explore rolling and jumping in different ways</li> <li>- To explore different wheeled balance equipment e.g. bikes, scooters</li> <li>- To put their coat on independently</li> <li>- To pull up a zip after an adult has started it</li> <li>- To use a comfortable grip to mark make</li> <li>- To begin to use a knife and fork to eat different foods – support if needed</li> <li>- To have a dominant hand when mark making / writing</li> </ul>	<p align="center"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To explore playing team games to achieve an end goal e.g. parachute games</li> <li>- To take turns in games</li> <li>- To explore different wheeled balance equipment e.g. bikes, scooters</li> <li>- To put their coat on independently</li> <li>- To use a comfortable grip to mark make</li> <li>- To have a dominant hand</li> <li>- To select their own tools appropriately for the task</li> </ul> <p align="center"><b>Reception COMPLETE PE</b></p>

	<p><b>COMPLETE PE</b> <b>Athletics- Walking and Jumping</b></p> <ul style="list-style-type: none"> <li>- To develop walking in different pathways</li> <li>- To develop jumping in different ways</li> <li>- To develop hopping with additional movement</li> <li>- To begin to change for PE with support – doing buttons etc</li> <li>- To develop movement and balance with wheeled vehicles e.g. bikes and scooters</li> <li>- To begin to develop good pencil control</li> <li>- To use scissors to cut along a straight line</li> <li>- To line up and que patiently</li> </ul>	<ul style="list-style-type: none"> <li>- To develop bouncing into a space</li> <li>- To combine pushing, rolling and bouncing</li> <li>- To throw to a peer / target</li> <li>- To catch a ball with two hands</li> <li>- To develop movement and balance with wheeled vehicles e.g. bikes and scooters</li> <li>- To begin to change for PE with support – doing buttons etc</li> <li>- To demonstrate a good pencil control</li> <li>- To use scissors to cut across a curved line</li> </ul>	<ul style="list-style-type: none"> <li>- To move a ball with feet to kick</li> <li>- To dribble a ball with two feet around bones</li> <li>- To dribble against an opponent</li> <li>- To develop movement and balance with wheeled vehicles e.g. bikes and scooters</li> <li>- To begin to change for PE with support – doing buttons etc</li> <li>- To develop their posture when eating in the dinner hall</li> <li>- To manage large objects with peers safely</li> <li>- To use scissors to cut a circle</li> <li>- To join small jigsaw pieces together</li> <li>- To know what happens when our bodies when we exercise</li> </ul>	<p><b>COMPLETE PE</b> <b>Dance</b></p> <ul style="list-style-type: none"> <li>- To show awareness of space</li> <li>- To move safely and time with the music</li> <li>- To combine movements with some fluency to create a dance piece</li> <li>- To develop movement and balance with wheeled vehicles e.g. bikes and scooters</li> <li>- To sit comfortably at a table to write</li> <li>- To use scissors to cut purposeful shapes</li> <li>- To change for PE mostly independently</li> <li>- To put on a coat independently and zip / button up with little help</li> <li>- To thread objects with small holes on a string such as small beads</li> </ul>	<ul style="list-style-type: none"> <li>- To thread objects with large objects on a string such as pasta, large beads</li> </ul> <p><b>Reception</b> <b>COMPLETE PE</b> <b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>- To develop different rolls with control</li> <li>- To be able to move in different ways e.g. tip toes, jumping etc</li> <li>- To be able to jump in different ways e.g. tuck as well as landing safely</li> <li>- To develop balancing with control</li> <li>- To develop movement and balance with wheeled vehicles e.g. bikes and scooters</li> <li>- To form Phase 2/ 3 letters correctly – some support required</li> <li>- To sit comfortably at a table to write with an adult</li> <li>- To use a range of tools competently</li> <li>- To change for PE mostly independently</li> </ul>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>- To be able to take turns</li> <li>- To understanding how to keep the score of game / importance of this</li> <li>- To understand and play by the rules of a game</li> <li>- To be able to win and loose</li> <li>- To ensure all Phase 2/ 3 letters correctly</li> <li>- To sit comfortably at a table to write with an adult</li> <li>- To use a range of tools competently</li> <li>- To change for PE mostly independently</li> <li>- To put on a coat independently and zip / button</li> <li>- To write confidently and comfortably holding a pencil correctly</li> </ul>
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					- To put on a coat independently and zip / button up	
<b>Nursery</b> and <b>Reception</b> end goals	<p style="text-align: center;"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- I can hold a pencil comfortable to make marks</li> <li>- I can use scissors to make snips in paper</li> <li>- I can move in different ways- run, jump, hop, skip, climb</li> <li>- I can kick a ball</li> <li>- I can put on my own coat</li> <li>- I can finish my zip once it has been started</li> <li>- I can complete a 6-piece jigsaw puzzle</li> <li>- I can pour my own milk and get my own snack</li> </ul> <p style="text-align: center;">-</p> <p style="text-align: center;"><b>Reception (ELG)</b></p> <ul style="list-style-type: none"> <li>- To use a range of small tools completely and confidently e.g. scissors paint brushes, cutlery</li> <li>- To move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> <li>- To be able to catch, kick, throw</li> <li>- To hold a pencil effectively in preparation for writing (nearly always tripod grip)</li> <li>- To form a range of letters correctly and confidently</li> <li>- To negotiate space and obstacles safely, with consideration for themselves and others</li> <li>- To begin to show accuracy and care when drawing</li> <li>- To demonstrate strength, balance and co-ordination</li> <li>- To put on their own coat and zip this up</li> <li>- To complete an 8- piece jigsaw puzzle</li> <li>- To get dressed and undressed independently</li> </ul>					

**Literacy**

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Themes Nursery & Reception	<b>I wonder.... What is special about me?</b>	<b>I wonder... How do people celebrate?</b>	<b>I wonder...What is out there?</b>	<b>I wonder... How could we get there?</b>	<b>I wonder...What happened before?</b>	<b>I wonder. What will happen next?</b>
Educational Programme	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
<b>Nursery</b> and <b>Reception</b>  Phonics – Letters and Sounds	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- Phase 1 Aspect 1 – General Sound Discrimination- environmental</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- Revisit Phase 1 Recap – focus on Aspect 7 – oral segmenting and blending</li> <li>- Phase 2 sounds</li> </ul>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- Phase 1 Aspect 2- General sound discrimination – instrumental sounds</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- Phase 2 sounds</li> </ul>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- Phase 1 Aspect 3- General sound discrimination – body percussion</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- Phase 3 sounds</li> </ul>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- Phase 1 Aspect 4- Rhythm and Rhyme</li> <li>- Phase 1 Aspect 5- Alliteration</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- Phase 3 sounds</li> </ul>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- Phase 1 Aspect 5- Alliteration</li> <li>- Phase 1 Aspect 6- Voice sounds</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- Phase 3 sounds</li> </ul>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- Phase 1 Aspect 7- Oral Blending and Segmenting</li> <li>- Initial sounds</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- Phase 4</li> </ul>
<b>Nursery</b> and <b>Reception</b> skills & knowledge  Comprehension  Word Reading  Writing	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To develop their mark making and begin to identify their marks e.g. patterns and shapes</li> <li>- To join in with stories, rhymes and songs as they become familiar</li> <li>- To know their favourite story and the reason why</li> <li>- To begin to show interest in letters –</li> </ul>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To develop their play linked to stories and retelling</li> <li>- To begin to form the first letter in their name and others as appropriate</li> <li>- To develop some print knowledge e.g. print has meaning = it is made of letters and words</li> </ul>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To begin to sequence and retell stories linked to pictures they can see</li> <li>- To develop more print knowledge e.g. text is read from left to right</li> <li>- To open the front cover in a book and turn pages carefully</li> <li>- To begin to show some emergent</li> </ul>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To begin to sequence and retell stories</li> <li>- To use story language in their play</li> <li>- To be able to write some letters from their name</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- To anticipate key events in stories</li> </ul>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To acquire and use new vocabulary</li> <li>- To count and clap syllables in their name</li> <li>- To recognise rhyming words (not written- listening)</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- To use and understand new vocabulary</li> </ul>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To produce emergent writing using initial sounds</li> <li>- To write their own name forming some letters correctly</li> <li>- To recognise words that have the same initial sounds e.g. money and mummy (WR)</li> <li>- To find their name from a selection of</li> </ul>

	<p>particularly those in their own name</p> <ul style="list-style-type: none"> <li>- To find their name from a small selection of other names</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- To listen to stories with increasing attention and recall</li> <li>- To practise writing their name with good pencil control (may still be developing)</li> <li>- To identify and write some initial sounds (Phase 2)</li> <li>- To be able to orally segment and blend words</li> <li>- To recognise words that rhyme e.g. sat and cat</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to name a part of the book e.g. front cover and back cover</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- To sequence and retell stories through role play and small world play.</li> <li>- To identify middle sounds in words (Phase 2)</li> <li>- To identify end sounds in words (Phase 2)</li> <li>- To begin to segment words into their single sounds e.g. c-a-t for writing</li> <li>- To blend sounds together to create words for reading</li> <li>- To write simple CVC words / labels (Phase 2)</li> <li>- To read Phase 2 Tricky words – I, no, go, to, the and into</li> </ul>	<p>mark making including some letters</p> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- To describe events in familiar stories and predict events</li> <li>- To locate the title and blurb in a story</li> <li>- To begin to identify when two letters make one sound (digraph) – Phase 3</li> <li>- To begin to write CVCC words (Phase 2 knowledge)</li> <li>- To write phase 2 Tricky words - I, no, go, to, the and into</li> </ul>	<ul style="list-style-type: none"> <li>- To draw vocabulary and knowledge from non-fiction and use throughout the day in different contexts</li> <li>- To read some Phase 3 tricky words</li> <li>- To begin to read simple captions using their phonics knowledge</li> <li>- To begin to write simple captions using finger spaces and their learnt phonics knowledge</li> </ul>	<ul style="list-style-type: none"> <li>- To read simple sentences using known phonic knowledge</li> <li>- To use their finger to point at words when reading</li> <li>- To write simple sentences using phonics knowledge</li> <li>- To be able to read all Phase 3 tricky words</li> <li>- To begin to write some Phase 3 tricky words</li> </ul>	<p>other names starting with the same letter</p> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- To check, confirm and modify own reading</li> <li>- To develop fluency and confidence when reading</li> <li>- To read sentences containing Phase 2 and 3 tricky words</li> <li>- To read some Phase 4 tricky words</li> <li>- To write all Phase 3 tricky words</li> <li>- To show awareness of basic punctuation capital letter and full stops when writing sentences</li> </ul>
<p>Genres explored</p> <p><b>Nursery</b> and <b>Reception</b></p>	<p>Labels, lists, captions, recipe, poster, instructions, letters, stories, postcards, poems, recounts</p>					
<p><b>Nursery</b> and <b>Reception</b> end goals</p>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- I can recognise and write my first name with most letters formed correctly</li> <li>- I can give meaning to the marks I make</li> <li>- I can hear the initial sounds in some words</li> <li>- I can use story language and new vocabulary in my play</li> <li>- I can identify my favourite story/ rhyme and articulate why</li> </ul>					

### Reception (ELG)

- To write my first and surname, forming all letters correctly
- To write all of the letters in the alphabet, forming these correctly
- To identify key sounds in words and represent these with the correct letter correspondence
- To write simple phrases and sentences that can be read by themselves and others
- To demonstrate an understanding of what has been read by retelling stories & narratives using own words and new vocabulary
- To anticipate key events in stories
- To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
- To say a sound for each letter and at least 10 digraphs
- To read words consistent with their phonic knowledge by sound blending.
- To read simple sentences in books that are consistent with their phonic knowledge, including some common exception words

Maths						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Themes Nursery & Reception	<b>I wonder... What is special about me?</b>	<b>I wonder... How do people celebrate?</b>	<b>I wonder...What is out there?</b>	<b>I wonder... How could we get there?</b>	<b>I wonder...What happened before?</b>	<b>I wonder. What will happen next?</b>
Educational Programme	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
<b>Nursery</b> and <b>Reception</b> skills & knowledge	Please see Nursery and Reception detailed Maths Long term plans for a breakdown of the progression.					
<b>Nursery</b> and <b>Reception</b> end goals	<p style="text-align: center;"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- I can count to 10</li> <li>- I can order, recognise and use numbers to 5</li> <li>- I can talk about 2D shapes</li> <li>- I can create, continue and spot errors in a pattern e.g. ABAB</li> <li>- I can use positional language</li> <li>- I can understand ordinal numbers</li> </ul> <p style="text-align: center;"><b>Reception (ELG)</b></p> <ul style="list-style-type: none"> <li>- To have a deep understanding of number to 10, <i>including the composition of each number</i></li> <li>- To subitise (recognise quantities without counting) up to 5</li> <li>- To automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</li> <li>- To verbally count beyond 20, recognising the pattern of the counting system</li> <li>- To verbally count to 10 forwards and backwards</li> <li>- To compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> <li>- To explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> <li>- To name a range simple 2D and 3D shapes and start to discuss their properties</li> <li>- To make and continue an ABC pattern</li> </ul>					

## Understanding The World

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Themes Nursery & Reception	<b>I wonder.... What is special about me?</b>	<b>I wonder... How do people celebrate?</b>	<b>I wonder...What is out there?</b>	<b>I wonder... How could we get there?</b>	<b>I wonder...What happened before?</b>	<b>I wonder. What will happen next?</b>
Educational Programme	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
<b>Nursery</b> and <b>Reception</b> skills & knowledge	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To talk about themselves and their immediate family</li> <li>- To know where they live e.g. England, Runcorn</li> <li>- To make sense of their own life using family photos</li> <li>- To discuss and develop an understanding that families are different</li> <li>- To use their senses to explore the outdoor environment and natural features</li> <li>- To explore collections of materials and their differences developing a wide range of vocabulary</li> <li>- To introduce the vocabulary for seasons (Autumn)</li> </ul>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To talk about how people celebrate things differently to us e.g. Diwali</li> <li>- To know that the Earth is where we live</li> <li>- To know that a map is a picture of the Earth</li> <li>- To know that we live in England</li> <li>- To know there are many countries in the world, one of these being India</li> <li>- To notice the differences between others positively</li> <li>- To know that Christmas is when Jesus is born</li> <li>- To be able to talk about what they do with their families during Christmas</li> </ul>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To introduce the vocabulary for seasons (Winter)</li> <li>- To know there are many countries in the world, one of these being China</li> <li>- To know that in China people may eat Chinese food using chopsticks</li> <li>- To explore different collections of materials and identify their properties e.g. shells and pebbles for the beach</li> <li>- To know that space is far away and can only be visited in a rocket</li> <li>- To know how to switch on a computer</li> </ul>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To know different occupations e.g. train driver, police</li> <li>- To explore different types of transport and there key features</li> <li>- To know the name of another country they could fly to</li> <li>- To explore different collections of materials and identify their properties e.g. vehicle making</li> <li>- To feel different forces e.g. push and pull</li> <li>- To know how different transport works e.g. A boat goes on the water</li> <li>- To know that Easter is a celebration</li> </ul>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To talk about some of the ways I have changed over my life so far</li> <li>- To introduce the vocabulary for seasons (Spring)</li> <li>- To plant seeds and care for them over time</li> <li>- To create a picture using the mouse on a computer</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- To plant seeds and care for them over time, discussing the growing process</li> <li>- To explain how to keep a plant a alive e.g. water and sun to grow</li> <li>- To talk about how</li> </ul>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To introduce the vocabulary for seasons (summer)</li> <li>- To understand the life-cycle of a chicken</li> <li>- To show care and respect for our environment by recycling</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- To identify Summer as one of the four seasons</li> <li>- To talk about the environmental changes in Summer and why this happens</li> <li>- To understand and describe the changes in a chicken's life cycle using</li> </ul>

	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- To identify their family and wider family members, naming them and discussing what relation they are to them e.g. Mum's Dad</li> <li>- To talk about their neighbours and friends making comparisons</li> <li>- To use the 5 senses to describe when exploring outside</li> <li>- To identify Autumn as one of the four seasons.</li> <li>- To talk about the environmental changes in Autumn and why this happens</li> </ul>	<ul style="list-style-type: none"> <li>- To understand the importance of staying safe around fireworks</li> <li>- To understand what a Poppy is</li> <li>- To understand that you get older every year your birthday is celebrated</li> <li>- To be able to find the camera app on an iPad</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- To know that a globe is a representation of the Earth</li> <li>- To know that the Earth is round and not flat</li> <li>- To recognise that people have different beliefs and understand how these are celebrated e.g. India</li> <li>- To recognise similarities and differences in contrasting locations all over the world e.g. India and England</li> <li>- To be able to locate India on a map</li> <li>- To be able to locate England on a map</li> <li>- To know that Christmas is Jesus' birthday and how it is celebrated across the world in different countries</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- To identify Winter as one of the four seasons.</li> <li>- To talk about the environmental changes in Winter and why this happens</li> <li>- To understand why animals hibernate</li> <li>- To recognise that people have different beliefs and understand how these are celebrated e.g. China</li> <li>- To recognise similarities and differences in contrasting locations all over the world e.g. China and England</li> <li>- To be able to locate China on a map</li> <li>- To know that the Great wall of China is the longest wall in the world and can be seen in space</li> <li>- To know that the first person to land on the moon was Neil Armstrong</li> <li>- To know that the Earth is a planet alongside other planets</li> <li>- To be able to find and select a</li> </ul>	<ul style="list-style-type: none"> <li>- To understand that the church is a special building</li> <li>- To know how to press buttons on a beebot to make it move</li> <li>- To know we celebrate pancake day by eating pancakes</li> <li>- To know that the queen is important</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- To explore future aspirations and occupations</li> <li>- To explore the differences between transport in this country and in other countries</li> <li>- To explore the differences between transport now and in the past</li> <li>- To know about the Wright brothers and why they are influential</li> <li>- To know some famous landmarks from around the world</li> <li>- To explore understand floating and sinking</li> <li>- To know how and why people celebrate Easter</li> </ul>	<p>I have changed over my life (the past) and compare this with others</p> <ul style="list-style-type: none"> <li>- To identify Spring as one of the four seasons.</li> <li>- To talk about the environmental changes in Spring and why this happens</li> <li>- To compare and contrast characters from stories, including figures from the past e.g. the spinning wheel in sleeping beauty</li> <li>- To create shapes and change colours using the mouse to make a picture</li> <li>-</li> </ul>	<p>developing vocabulary</p> <ul style="list-style-type: none"> <li>- To understand the importance of recycling and why we recycle</li> <li>- To be able to print a piece of work off from the computer</li> </ul>
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		<ul style="list-style-type: none"> <li>- To understand why Bonfire night is celebrated</li> <li>- To understand why Remembrance Day is an important day</li> <li>- To know how to stay safe on bonfire night</li> <li>- To understand that your birthday is the day that you're born and it is celebrated once a year</li> <li>- To be able to take a photo of their work on an iPad</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to name a computer, keyboard and mouse</li> </ul>	<ul style="list-style-type: none"> <li>- To know that Christians worship in a church to talk to god</li> <li>- To program a beebot to move around an area / map e.g. left, right, forwards, backwards</li> <li>- To know that pancake day is also called Shrove Tuesday</li> <li>- To know the role of the Queen</li> </ul>		
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<p><b>Nursery and Reception</b> end goals</p>	<p style="text-align: center;"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- I can talk about my immediate family</li> <li>- I can tell you the country I live in</li> <li>- I can talk about the differences I have seen in people, countries and communities</li> <li>- I can talk about the key features of life cycles using key vocabulary</li> <li>- I can talk about the different types of weather and why</li> </ul> <p style="text-align: center;"><b>Reception (ELG)</b></p> <ul style="list-style-type: none"> <li>- To talk about the lives of people around them and their role in society</li> <li>- To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>- To understand the past through settings, characters and events encountered in books and storytelling</li> <li>- To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>- To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read.</li> <li>- To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps</li> <li>- To explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>- To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>- To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> <li>- To know that the Earth is round and not flat</li> <li>- To know the 4 seasons and notice the differences</li> </ul>
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**Expressive Arts and Design**

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Themes Nursery & Reception	<b>I wonder... What is special about me?</b>	<b>I wonder... How do people celebrate?</b>	<b>I wonder...What is out there?</b>	<b>I wonder... How could we get there?</b>	<b>I wonder...What happened before?</b>	<b>I wonder. What will happen next?</b>
Educational Programme	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
<b>Nursery</b> and <b>Reception</b> skills & knowledge	<p align="center"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To express their ideas through pretend play</li> <li>- To make rhythmic sounds e.g. drumming</li> <li>- To sing familiar songs as a whole class and in provision</li> <li>- To engage in small world play and pretend play pretending that objects stand for others things</li> <li>- To explore musical instruments and the sounds they make</li> </ul> <p align="center"><u>Drawing and Painting- Autumn 1</u></p> <ul style="list-style-type: none"> <li>- To understand the purpose of a painting apron               <ul style="list-style-type: none"> <li>- To know how to hold a paintbrush</li> </ul> </li> </ul>		<p align="center"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To create more intricate and complex small world set ups</li> <li>- To play musical instruments demonstrating control when playing</li> <li>- To develop own stories through role play and small world play linked to what they know</li> <li>- To use musical instruments to make their own music</li> <li>- To have their own ideas and know how they want to create them</li> </ul> <p align="center"><u>3D form- Spring 1</u></p>		<p align="center"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- To develop own stories through role play and small world play linked to what they know</li> <li>- To sing songs showing awareness of melody</li> <li>- To use musical instruments to make their own music               <ul style="list-style-type: none"> <li>- To explore colours and color mixing                   <ul style="list-style-type: none"> <li>- To create their own songs</li> </ul> </li> </ul> </li> <li>- To create music with rhythm, pitch and melody</li> <li>- To use musical instruments to make their own music</li> <li>- To create designs and self-select materials to create</li> </ul>	

- To experiment with paint
- To draw from observation
- To explore different art materials

Textiles- Autumn 2

- To cut materials using snips with the scissors
- To colour fabrics using paint and pens

**Reception**

- To explore and use a range of art tools
- To explore and use different materials when crafting and creating
- To begin to perform songs, stories and rhymes
- To explore and engage well in music making
  - To explore and use artistic techniques
  - To express themselves in different ways

Drawing and Painting- Autumn 1

- To know how to wear a painting apron
- To experiment with colours and make new colours (painting) for a purpose
  - To explore drawing on different surfaces
  - To draw from observation with details
- To explore and use art materials for a purpose

Textiles- Autumn 2

- To cut different fabrics using scissors
- To colour and decorate fabrics using beads, buttons, pens and paint

**Self-portraits and Art Exhibition- Autumn 1**  
**Felt Poppy- Remembrance day – Autumn 2**

- To explore making shapes with playdough
- To cut materials making snips with scissors
- To build models using the junk modelling

Structures Spring 2

- To cut materials making snips with scissors
- To build models using the junk modelling

**Reception**

- To begin to perform songs, stories and rhymes (lyrical recital)
- To sing in a group or alone (stage outside good for this)
- To explore and engage well in music making
  - To refine their ideas and designs
  - To listen attentively and move to music rhythmically (DANCE PE)
  - To develop storylines in pretend play
    - To refine their ideas and designs
    - To create collaboratively

3D form- Autumn 1

- To explore making recognisable shape/ objects using clay for a purpose
- To explore ways of joining materials together using glue, staples etc
- To cut different materials using scissors cutting continuously

Structures Spring 2

- To know how to make a structure taller
- To explore ways of joining materials together using glue, staples etc
- To cut different materials using scissors cutting continuously
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**Easter- Focus on 3D form and Drawing - Spring 1**  
**Transport- Focus on Structures- Spring 2**

Printing- Summer 1

- To explore printing with body parts and loose objects

Mechanisms- Summer 2

- To bend paper to create pop-ups

**Reception**

- To experiment with colour, form, function, texture and design
- To perform songs, stories and rhymes expressing their feelings and emotions
- To experiment with colour, form, function, texture and design
- To perform songs, stories and rhymes expressing their feelings and emotions

Printing- Summer 1

- To imprint onto a range of textures e.g. newspaper
- To explore making their own printing block

Mechanisms- Summer 2

- To change paper in different ways by curling, bending and tearing
- To name basic construction tools e.g. glue, tape, scissors.

**Growing and Changing- Focus on Printing and Painting- Summer 1**  
**Moving picture- Mechanisms- Summer 2**

<b>Nursery and Reception</b> end goals	<div style="text-align: center;"><b>Nursery</b></div> <ul style="list-style-type: none"> <li>- I can identify and name my colours</li> <li>- I can use my imagination to role play</li> <li>- I can sing and create music with instruments</li> <li>- I can draw / paint a recognisable picture</li> <li>- I can use a range of tools to create</li> </ul> <div style="text-align: center;"><b>Reception (ELG)</b></div> <ul style="list-style-type: none"> <li>- To mix colours for a purpose</li> <li>- To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>- To share their creations explaining the processes they have used</li> <li>- To make use of props and materials when role playing characters in narratives and stories</li> <li>- To invent, adapt and recount narratives and stories with peers and their teacher</li> <li>- To sing a range of well-known nursery rhymes and songs</li> <li>- To perform songs, rhymes, poems and stories with others and try to move in time to music</li> </ul>
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Please see our Whole School Curriculum Overviews to understand how our EYFS curriculum and long term planning documents align and support a child's whole school curriculum journey at Castle View. At Castle View Primary School, we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. It is important to view the EYFS as preparation for life as well as preparation for the next stage of education.