

# The Early Years Foundation Stage Curriculum



## 2026-2027 Academic Year

# Seven Key Features of Effective Practice

## The Best for Every Child

- All children deserve to have an equal chance of success.
- High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.
- When they start school, children from disadvantaged backgrounds are, on average, four months<sup>1</sup> behind their peers. We need to do more to narrow that gap.
- Children who have lived through difficult experiences can begin to grow stronger when they experience high-quality early education and care.
- High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

<sup>1</sup> Education Policy Institute: Education in England Annual Report 2020 and Early years foundation stage profile results 2018 to 2019

## High-Quality Care

- The child's experience must always be central to the thinking of every practitioner.
- Babies, toddlers and young children thrive when they are loved and well cared for.
- High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.
- Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles, and respond with pleasure.
- Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.
- Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.

## The Curriculum: What We Want Children to Learn

- The curriculum is a top-level plan of everything the early years setting wants the children to learn.
- Planning to help every child to develop their language is vital.
- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.
- Young children's learning is often driven by their interests. Plans need to be flexible.
- Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.
- Depth in early learning is much more important than covering lots of things in a superficial way.

## Pedagogy: Helping Children to Learn

- Children are powerful learners. Every child can make progress in their learning, with the right help.
- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through guided learning and direct teaching.
- Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.
- Children in the early years also learn through group work, when practitioners guide their learning.
- Older children need more of this guided learning.
- A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.

## Assessment: Checking What Children Have Learnt

- Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.
- Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.
- Accurate assessment can highlight whether a child has a special educational need and needs extra help.
- Before assessing children, it's a good idea to think about whether the assessments will be useful.
- Assessment should not take practitioners away from the children for long periods of time.

## Self-Regulation and Executive Function

- Executive function includes the child's ability to:
  - hold information in mind
  - focus their attention
  - think flexibly
  - inhibit impulsive behaviour
- These abilities contribute to the child's growing ability to self-regulate:
  - concentrate their thinking
  - plan what to do next
  - monitor what they are doing and adapt
  - regulate strong feelings
  - be patient for what they want
  - bounce back when things get difficult
- Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.

## Partnership with Parents

- It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.
- This includes listening regularly to parents and giving parents clear information about their children's progress.
- The help that parents give their children at home has a very significant impact on their learning.
- Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.
- It is important to encourage all parents to chat, play and read with their children.

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# NURSERY YEARLY OVERVIEWS

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Inspirational Learning  
Academies Trust

# Long Term Planning - Mathematics

## Nursery 2026-2027

|               | 1                                                          | 2                                               | 3                                              | 4                                                                         | 5                               | 6                                                            | 7         | 8                                         |                                                | 9                                         | 10                                          | 11                                                        | 12                              | 13                                   | 14                                  | 15            |
|---------------|------------------------------------------------------------|-------------------------------------------------|------------------------------------------------|---------------------------------------------------------------------------|---------------------------------|--------------------------------------------------------------|-----------|-------------------------------------------|------------------------------------------------|-------------------------------------------|---------------------------------------------|-----------------------------------------------------------|---------------------------------|--------------------------------------|-------------------------------------|---------------|
| <u>AUTUMN</u> | Parent meetings                                            | More than, fewer than, the same<br>(counting 1) |                                                | Explore and build with shapes and objects<br>(shape, space and measure 1) |                                 | Explore repeats<br>(Pattern 1)                               |           | Hear and say number names<br>(counting 2) | Half term                                      | Hear and say number names<br>(counting 2) | Begin to order number names<br>(counting 3) |                                                           | I see 1, 2, 3<br>(subitising 1) |                                      | Join in with repeats<br>(pattern 2) |               |
|               | 1                                                          | 2                                               | 3                                              | 4                                                                         | 5                               | 6                                                            |           | 7                                         | 8                                              | 9                                         | 10                                          | 11                                                        |                                 |                                      |                                     |               |
| <u>SPRING</u> | Explore position and shape<br>(shape, space and measure 2) | Show me 1, 2, 3<br>(subitising 2)               |                                                | Move and label 1, 2, 3<br>(counting 4)                                    |                                 | Explore position and routines<br>(shape space and measure 3) | Half term | Explore pattern<br>(pattern 3)            |                                                | Take and give 1, 2, 3<br>(counting 5)     |                                             | Match, talk, push and pull<br>(shape space and measure 4) |                                 |                                      |                                     |               |
|               | 1                                                          | 2                                               | 3                                              | 4                                                                         | 5                               | 6                                                            |           | 7                                         | 8                                              | 9                                         | 10                                          | 11                                                        | 12                              | 13                                   |                                     |               |
| <u>SUMMER</u> | Talk about dots<br>(subitising 3)                          |                                                 | Compare and sort collections<br>(comparison 1) |                                                                           | Lead own repeats<br>(pattern 4) |                                                              |           | Half term                                 | Start to puzzle<br>(shape space and measure 5) | Making patterns together<br>(pattern 5)   | making patterns together<br>(subitising 4)  | Stop at 1, 2, 3, 4 and 5<br>Show me 5<br>(counting 6)     |                                 | Match sort compare<br>(comparison 2) |                                     | Consolidation |

## Nursery English Curriculum Map

|                                            | Autumn 1                                                                                                                                                                                                                                                                                                                                                 | Autumn 2                                                                                                                                                                                                                                                                 | Spring 1                                                                                                                                          | Spring 2                                                                                                                                                                 | Summer 1                                                                                                                                   | Summer 2                                                                                                                                                                              |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Text</u></b>                         | <b><u>Text</u></b><br>Elmer - David McKee<br><i>Diversity</i>                                                                                                                                                                                                                                                                                            | <b><u>Text</u></b><br>One Snowy Night - Nick Butterworth<br><i>Traditional</i>                                                                                                                                                                                           | <b><u>Text</u></b><br>Superhero like You - Ranj Singh<br><i>Adventure</i>                                                                         | <b><u>Text</u></b><br>The Very Hungry Caterpillar - Eric Carle<br><i>Classic fiction</i>                                                                                 | <b><u>Text</u></b><br>Goldilocks and the Three Bears - Robert Southey<br><i>Fairytales</i>                                                 | <b><u>Text</u></b><br>The Tiger who came to tea - Judith Kerr<br><i>Classic fiction</i>                                                                                               |
| <b><u>Communication and language</u></b>   | Listen to the story and understand what is happening with the help of pictures                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                          | Enjoy listening to longer stories and can remember much of what happens                                                                           |                                                                                                                                                                          | Story retell & sequencing                                                                                                                  |                                                                                                                                                                                       |
| <b><u>Comprehension: Reading Skill</u></b> | Enjoy sharing books with an adult.<br>We read English from left to right and from top to bottom                                                                                                                                                                                                                                                          | Pay attention and respond to the pictures or the words.<br>Print has a meaning.                                                                                                                                                                                          | Repeat words and phrases from familiar stories.<br>Make comments and share their own ideas.<br>Ask questions about the book.                      | Engage in extended conversations about stories.                                                                                                                          | Engage in extended conversations about stories, learning new vocabulary.                                                                   | Print can have different purposes                                                                                                                                                     |
| <b><u>Word Reading</u></b>                 | Enjoys sharing a book with an adult.<br>Enjoy songs and rhymes, tuning in and paying attention.<br>Say some words in familiar rhymes and stories.<br>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.<br>Develop their phonological awareness - general sound discrimination, rhythm and rhyme. | Notice some print, such as the first letter of their name.<br>Develop their phonological awareness - alliteration, oral blending and segmenting.<br>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.<br>Sing songs and say rhymes independently. | S, a, t, p, i, n.<br>With support, begin to blend CVC words together.<br>Develop their phonological awareness - alliteration, clapping syllables. | M, d, g, o, k, c.<br>Tricky words: the.<br><br>Develop their phonological awareness - voice sounds, begin to blend CVC words together, begin to spot and suggest rhymes. | Ck, e, u, r, h, b<br>Tricky words: to and is.<br>Develop their phonological awareness - Blend CVC words together, spot and suggest rhymes. | F, l, double consonants.<br>Tricky words: I go no of.<br>Develop their phonetical awareness - Blend CVC words together, consolidation of all phase 1 skills, spot and suggest rhymes. |

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| <u>Writing focus</u>             | <b>Characters/ Story mapping</b><br><br>Enjoy drawing freely.<br>Add some marks to their drawings, which they give meaning to.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Settings/ Story mapping</b><br><br>Enjoy drawing freely.<br>Add some marks to their drawings, which they give meaning to.<br><br>Write initial letter of name. | <b>Characters/settings</b><br><br>Trace/copy early phase 2 letters with increased pencil control.<br><br>Copy letters of name.                                      | <b>Characters/settings</b><br><br>Write some phase 2 sounds independently.<br>Write an initial and end sound – phase 2.<br><br>Write some letters in name.           | <b>List</b><br><br>Write a phase 2 CVC word with support.<br>Write a phase 2 label/caption with support.<br><br>Correctly form most letters in name from memory.<br><br>Write some tricky words with support – the, to, is. | <b>Invitation</b><br><br>Write a phase 2 CVC word independently.<br>Write a phase 2 label/caption.<br><br>Correctly form all letters in name from memory.<br><br>Write some tricky words. – I, go, no, of. |
| <u>Handwriting</u>               | Hold a pencil – fistled grasp and fist grip.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Hold a pencil – begin to use a palmer gasp and four-finger grip.                                                                                                  | Hold a pencil – use a palmer gasp and four-finger grip.<br><br>Begin to form letters – s, a, t, p, i, n, with some attempt at lead out flicks where appropriate.    | Hold a pencil – begin to use a five-finger grasp and pincer grip.<br>Begin to form letters m, d, g, o, k, c, with some attempt at lead out flicks where appropriate. | Hold a pencil – five-finger grasp and pincer grip.<br><br>Begin to form letters ck, e u, r, h, b, with some attempt at lead out flicks where appropriate.                                                                   | Hold a pencil – tripod grasp.<br><br>Begin to form lower-case letters correctly, most of which have appropriate lead out flicks.                                                                           |
| <u>Supplementary texts</u>       | Martha Maps it Out – Leigh Hodgkinson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | What can you see in Winter?<br>Sian Smith                                                                                                                         | People Who Help Us – John Wood                                                                                                                                      | How Does a Caterpillar Change? Eric Carle                                                                                                                            | Ten Things I Can Do to Help My World – Melanie Walsh                                                                                                                                                                        | Look Inside a Zoo – Minna Lacey                                                                                                                                                                            |
| <u>Rhymes</u>                    | The Wheels on the Bus<br>Twinkle Twinkle Little Star<br>Heads, Shoulders, Knees and Toes<br>Hello, How are you?<br>Pat-a-Cake<br>Here is the Beehive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                   | Five Little Ducks<br>Incy Winsy Spider<br>1, 2, 3, 4, 5 Once I Caught a Fish Alive<br>Old Macdonald Had a Farm<br>Two Little Dickie Birds<br>Miss Polly Had a Dolly |                                                                                                                                                                      | This Little Piggy Went to Market<br>Five Little Ducks<br>Mary, Mary Quite Contrary<br>I'm a Little Teapot<br>Jack and Jill<br>Humpty Dumpty                                                                                 |                                                                                                                                                                                                            |
| <u>Age Related Expectations:</u> | <u>Reading:</u><br>Enjoy songs and rhymes, tuning in and paying attention.<br>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.<br>Say some of the words in songs and rhymes.<br>Copy finger movements and other gestures.<br>Sing songs and say rhymes independently, for example, singing whilst playing.<br>Enjoy sharing books with an adult.<br>Pay attention and respond to the pictures or the words.<br>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.<br>Repeat words and phrases from familiar stories.<br>Ask questions about the book. Make comments and shares their own ideas.<br>Notices some print.<br>Develop play around favourite stories using props. |                                                                                                                                                                   |                                                                                                                                                                     |                                                                                                                                                                      |                                                                                                                                                                                                                             |                                                                                                                                                                                                            |

Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

Engage in extended conversations about stories, learning new vocabulary

**Writing:**

Enjoy drawing freely.

Add some marks to their drawings, which they give meaning to. For example: "That says mummy."

Make marks on their picture to stand for their name.

Use some of their print and letter knowledge in their early writing.

Write some or all of their name.

Write some letters accurately.

|                | Communication and Language – Nursery                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|                | Autumn 1<br>All About me and the<br>World we Live in<br><i>Elmer</i>                                                                                                                                                                                                                                                                                                           | Autumn 2<br>Winter Woollies<br><i>One Snowy Night</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Spring 1<br>A Superhero like you<br><i>A Superhero Like You</i>                                                                                                                                                                                 | Spring 2<br>Little critters<br><i>The Very Hungry<br/>Caterpillar</i>                                                                                                                                                                                | Summer 1<br>Once upon a time<br><i>Goldilocks and the Three Bears</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Summer 2<br>Take a walk on the wild<br>side<br><i>The Tiger Who Came to<br/>Tea</i>                                                                                                                                                                                                                                                                                                               | Where am I going? (Reception)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| WALT (Intent)  | <ul style="list-style-type: none"> <li>-Starting to listen to adults around them and will respond to very simple requests, usually on their own terms.</li> <li>-Likes to share a story with an adult.</li> <li>-Watch someone's face as they talk.</li> <li>-Recognise and point to objects if asked about them.</li> <li>-Communicate through words and gestures.</li> </ul> | <ul style="list-style-type: none"> <li>-More likely to listen to and respond to a simple request or instruction.</li> <li>-Start to develop conversation, often jumping from topic to topic.</li> <li>-Develop conversation during pretend play.</li> <li>-Use the speech sounds: p, b, m, w</li> <li>-Pronounce l/r/w/y/f/th/s/</li> <li>--And multi-syllabic words such as 'banana'</li> <li>-Understand simple questions about 'who', 'what' and 'where'.</li> <li>-Listen to simple stories and understand what is happening, with the help of pictures.</li> </ul> | <ul style="list-style-type: none"> <li>-Enjoy listening to longer stories and can remember much of what happens. -Pay attention to more than one thing at a time, which can be difficult.</li> <li>-Use a wider range of vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>-Understand a question of instruction that has two parts, such as "get your coat and wait at the door".</li> <li>-Understand 'why' questions, like: "Why do you think the caterpillar got so far?"</li> </ul> | <ul style="list-style-type: none"> <li>-Sing a large repertoire of songs.</li> <li>-Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>-Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran'</li> <li>-Develop their pronunciation but may have problems saying:               <ul style="list-style-type: none"> <li>-Some sounds r, j, th, ch, sh</li> <li>-multi-syllabic words such as 'hippopotamus'</li> </ul> </li> <li>-Use longer sentences of four to six words.</li> </ul> | <ul style="list-style-type: none"> <li>-Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</li> <li>-Start a conversation with an adult or friend and continue it for many turns.</li> <li>-Use talk to organise themselves and their play: "lets go on a bus.... You sit there... I'll be the bus driver'.</li> </ul> | <p><b>ELG: Listening and attention</b><br/>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><b>ELG: Understanding</b><br/>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b>ELG: Speaking</b><br/>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> |
| Implementation | Opportunities to develop communication and language skills are provided throughout each aspect of the day and carefully considered when planning any activity.                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## PSED/RE/SMSC Nursery

|                | Autumn 1<br>All About me and the World we Live in                                                                                                                                                                                                                                                                                      | Autumn 2<br>Winter Woollies                                                                                                                                                                                                                                                                                                                                                              | Spring 1<br>A Superhero like you                                                                                                                                                                                                                                                                       | Spring 2<br>Little critters                                                                                                                                                                                                             | Summer 1<br>Once upon a time                                                                                                                                                                                                                                                                                  | Summer 2<br>Take a walk on the wild side                                                                                                                                                                                                                                                                                                                                                                            | Where am I going? (Reception)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| WALT (Intent)  | <p>Self regulation- Separates from the main carer in a morning.<br/>Can be comforted by a familiar adult.<br/>Willing to line up when asked to do so.<br/>Will carry own tray in the dining room.</p> <p><i>Start to know that you are special</i><br/><i>What happens at a Birthday celebrations</i><br/><i>SMSC Day - Diwali</i></p> | <p>Starting to interact with others may copy gestures or facial expressions.<br/>Help children to become positive about differences.<br/>Can express some likes and dislikes. throughout the school day.<br/>Can manage to put on their own coat.<br/><i>Read the Christmas story.</i><br/><i>What does your Christmas look like in your family?</i><br/><i>SMSC Remembrance Day</i></p> | <p>Express preferences and decisions.<br/>Willing to try new things and start establishing their autonomy.<br/>Discuss special needs and disabilities, religion and culture.<br/><i>Who is your superhero?</i><br/><i>Who do Christians think created the world?</i><br/><i>SMSC Shrove uesday</i></p> | <p>Manages most transitions throughout the day.<br/>Discuss own basic hygiene<br/>Talk about some healthy foods.<br/><i>What do we look for at Easter? (New life)</i><br/><i>Visit the local Church</i><br/><i>SMSC Eid Al Fitr</i></p> | <p>Rejects help and is willing to persevere.<br/>May stay at a task for longer periods.<br/>Talk about simple emotions throughout the school day<br/><i>Discuss special places homes, school and church</i><br/><i>Talk about which places are special to Christians</i><br/><i>SMSC ST. George's Day</i></p> | <p>Develop friendships with peers.<br/>Talk about feelings in more elaborated ways.<br/>I am sad because... I will be leaving Nursery and my teacher .<br/>Using the toilet independently.<br/>Sit for longer periods of time.<br/>Complete an independent task.<br/><i>Name a special story.</i><br/><i>Introduce the bible</i><br/><i>Discuss feelings within stories</i><br/><i>SMSC UK Armed Forces Day</i></p> | <p>ELG Self Regulation: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.<br/>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.<br/>Give focused attention to what the teacher says responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.<br/>ELG Managing self<br/>Be confident to try new activities and show independence resilience and perseverance in the face of challenge<br/>Explain reasons for rules, know right from wrong and try to behave accordingly.<br/>Manage their own basic hygiene and personal needs, including dressing. Going to the toilet and understanding the importance of healthy food choices.<br/>Building Relationships<br/>Work and play cooperatively and take turns with others.<br/>Form positive attachments to adults and friendships with peers.<br/>Show sensitivity to their own and to others needs.</p> |
| Implementation | <p>Discuss family and look at family photos. Use the diverse text to support.<br/>Set up a birthday party to celebrate a special event.</p>                                                                                                                                                                                            | <p>Starts to play alongside others.<br/>Say I don't like milk or toast.<br/>Use the diverse text My Hair<br/>Set up the role play with Christmas trees decorations and cards and presents</p>                                                                                                                                                                                            | <p>Work alongside others to create a junk model.<br/>Mr Tumble</p>                                                                                                                                                                                                                                     | <p>How did the hungry caterpillar feel when he had eaten all of the fruit.<br/>Wash hands during toilet times.<br/>Visit to the local church</p>                                                                                        | <p>How would Goldilocks feel if somebody damaged her chair?<br/>Photos</p>                                                                                                                                                                                                                                    | <p>Use the supporting diverse text.<br/>Bible</p>                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Vocabulary     | <p>Mum Dad Teacher school happy sad birthday party card present cake</p> <p>Hair colour eyes skin like don't like help Christmas tree turkey family disability church community Christian world toilet drink hungry hurt friend bible</p>                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>toilet familiar adult valuable respect attention instructions<br/>healthy safe routine air colour eyes skin like don't like<br/>Christian baptism incarnation tradition festival God Jesus<br/>Easter cross holy week Muslim Jewish church mosque<br/>Bible Torah synagogue</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|                | Physical development Nursery                                                                                                     |                                                                                                                                       |                                                                                                                                                                                |                                                                                            |                                                                                                                                                |                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|                | Autumn 1<br>All About me and the World<br>we Live in                                                                             | Autumn 2<br>Winter Woollies                                                                                                           | Spring 1<br>A Superhero like you                                                                                                                                               | Spring 2<br>Little critters                                                                | Summer 1<br>Once upon a time                                                                                                                   | Summer 2<br>Take a walk on the<br>wild side                                               | Where am I going? (Reception)                                                                                                                                                                                                                                                                                                                                                                                                                         |
| WALT (Intent)  | <p>To use a range of tools</p> <p>Move in different ways</p> <p>To focus on gross motor movements and crossing the mid-line.</p> | <p>To balance on objects when moving</p> <p>Give meaning to marks made</p>                                                            | <p>To use and remember sequences to music</p> <p>To choose correct tools to carry out own plan</p> <p>To collaborate on large art work</p>                                     | <p>Use and remember sequences to music</p> <p>Use different tools to create images</p>     | <p>To use one handed tools and equipment</p> <p>To take part in group activities</p> <p>To use a knife and fork to cut up food effectively</p> | <p>To move in different ways</p> <p>To use one handed tools and equipment effectively</p> | <p>ELG: Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>ELG: Demonstrate strength and balance</p> <p>ELG: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p>ELG: Hold a pencil effectively in preparation for writing</p> <p>ELG: Use a range of smart tools, including scissors, paint brushes and cutlery</p> <p>ELG: begin to show accuracy with drawing</p> |
| Implementation | <p>Use sponges and fruit to print with to create patchwork effect</p> <p>How does Elmer walk? Move like different animals.</p>   | <p>Use of balance bikes</p> <p>Use different ways of moving to get around the course</p> <p>Draw different animals from the story</p> | <p>To create a city drawing and add in super hero's</p> <p>To select appropriate tools to create castles in sand or with junk modelling</p> <p>Use flags/ribbons/streamers</p> | <p>Paint brushes of different sizes</p> <p>Move like an egg, caterpillar and butterfly</p> | <p>Cutting and sticking – create a healthy plate</p>                                                                                           | <p>Go over and under objects/obstacle course</p> <p>Hide and seek</p>                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

|                | Understanding the World (Geography link) Nursery                                                                                                                              |                                                          |                                                                                                                                                                                                                                               |                                                                                                                                             |                                 |                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                          |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                | Autumn 1<br>All About me and the World<br>we Live in                                                                                                                          | Autumn 2<br>Winter<br>Woollies                           | Spring 1<br>A Superhero like you                                                                                                                                                                                                              | Spring 2<br>Little critters                                                                                                                 | Summer 1<br>Once upon<br>a time | Summer 2<br>Take a walk on the wild side                                                                                                                                   | Where am I going? (Reception)                                                                                                                                                                                                                                                                            |
| WALT (Intent)  | Describe the immediate environment – home.                                                                                                                                    | Describe the immediate environment – school              | Describe the immediate environment – park<br>Observe the immediate environment (drive to fire station)                                                                                                                                        | To know what country we live in – England.                                                                                                  |                                 | Know that there are different countries in the world– Asia                                                                                                                 | ELG: Know similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.<br>ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. |
| Implementation | House photos<br>Non-fiction books about houses – homes around the world.<br>Google maps of streets in local area<br>Walking down the street to observe houses.<br>Small world | Percy is coming to school!<br>Navigate around the school | Walk to the park. How long did it take to get there? How can we get from school to the park?<br><br>Features of the park.<br>Road safety when walking to the park. Visit to the Park.<br><br>What do you pass on the way to the fire station? | Pictures of England in the environment.<br><br>Showing children England on the globe. Take the children to enlarged map in school corridor. |                                 | The Tiger is going home!<br>Where might he come from? (India)<br>How will he get there? What will he wear?<br>Food tasting Asian foods.<br><br>What is a hot country like? | ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.                                                                                                               |
| Vocabulary     | House home roof window door rooms brick country Asia India England hot sunny beach woods trees leaves grass soil park playground climbing frame slide.                        |                                                          |                                                                                                                                                                                                                                               |                                                                                                                                             |                                 |                                                                                                                                                                            | House home roof window door rooms brick Asia India hot sunny beach woods trees leaves grass soil park playground climbing frame slide<br>Antarctica cold snow freezing<br><br>Beach sea sand wood tree plants grass leaves country Antarctica Asia hot cold sun snow                                     |

|                | Understanding the World (History link) Nursery                                                                                                                            |                             |                                                                                                                                                                                            |                                                                                    |                                                                                                                                                                                      |                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                    |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                | Autumn 1<br>All About me and the World<br>we Live in                                                                                                                      | Autumn 2<br>Winter Woollies | Spring 1<br>A Superhero like you                                                                                                                                                           | Spring 2<br>Little critters                                                        | Summer 1<br>Once upon a time                                                                                                                                                         | Summer 2<br>Take a walk on the wild side                                                                                                    | Where am I going? (Reception)                                                                                                                                                                                                                                                                                                                                      |
| WALT (Intent)  | <p>To order events in a sequence – now and next</p> <p>To show an interest in people in own family and name them.</p>                                                     |                             | <p>Start to be curious about people around them - people who help us. (fireman, doctor, vet, nurse).</p>                                                                                   |                                                                                    | <p>To order events in a sequence<br/>To order photos of me past and present</p> <p><i>My day and night</i><br/><i>White Rose</i><br/><i>Order and Sequence time – white rose</i></p> | <p>To identify simple differences between a kettle from the past and present.</p> <p><i>Passages of time – white rose</i></p>               | <p>ELG: Talk about the lives of people around them and their roles in society.<br/>ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>ELG: Understand the past through settings, characters and events encountered in books, read in class and storytelling.</p> |
| Implementation | <p>Looking at our own school day – what happens now, what happens next. Look at now and next in a story. What happens to Elmer ‘now’ (on a particular page) and next.</p> |                             | <p>Visit from people from the community.<br/>Compare what old and new fire engine looks like.<br/>How have the jobs changed over time</p> <p>Compare old and new police cars/ uniform.</p> | <p>Sequence the life cycle of the caterpillar using vocab of past and present.</p> | <p>Order pictures of before, now and after<br/>Sleeping beauty asleep and then awake.</p>                                                                                            | <p>Tiger who came to tea – tea party. Kettle as an artefact for the children to observe.<br/>Science link to changing states of matter.</p> |                                                                                                                                                                                                                                                                                                                                                                    |
| Vocabulary     | Now, next, old, new, past, present, before, after, change, fireman, doctor, vet, nurse, family., kettle, artefact                                                         |                             |                                                                                                                                                                                            |                                                                                    |                                                                                                                                                                                      |                                                                                                                                             | Now, next, old, new, past, present, before, after, change, fireman, doctor, vet, nurse, family.                                                                                                                                                                                                                                                                    |

|                | Understanding the World (Science link) Nursery                                                                                                                                                                                                                                             |                                                                                                                                                                                                        |                                                                                                                                                                                        |                                                                                                                             |                                                                                                                                                                                                                                        |                                                                                                                                                                  |                                                                                                                                                                                                                                                                       |
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|                | Autumn 1<br>All About me and the World we Live in<br>Elmer                                                                                                                                                                                                                                 | Autumn 2<br>Winter Woollies<br>One Snowy Night                                                                                                                                                         | Spring 1<br>A Superhero like you<br>A Superhero Like You                                                                                                                               | Spring 2<br>Little critters<br>The Very Hungry Caterpillar                                                                  | Summer 1<br>Once upon a time<br>Goldilocks and the Three Bears                                                                                                                                                                         | Summer 2<br>Take a walk on the wild side<br>The Tiger Who Came to Tea                                                                                            | Where am I going?<br>(Reception)                                                                                                                                                                                                                                      |
| WALT (Intent)  | <ul style="list-style-type: none"> <li>-Explore materials with different properties</li> <li>-Use all of their senses in the hands on exploration of natural materials</li> <li>-Explore natural materials, indoors and outside</li> <li>-Explore and respond to daily weather.</li> </ul> | <ul style="list-style-type: none"> <li>-Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>-Explore and respond to daily weather.</li> </ul> | <p>Talk about the differences between materials and the changes they notice.</p> <p>To understand some basic forces (push &amp; pull)</p> <p>Explore and respond to daily weather.</p> | <p>To observe the key features of the life-cycle of an animal (butterfly).</p> <p>Explore and respond to daily weather.</p> | <p>Explore how things work</p> <p>Explore and talk about the different forces they feel</p> <p>Plant seeds and care for growing plants, whilst observing the key features of the life-cycle. Explore and respond to daily weather.</p> | <p>Talk about what they see, using a wide range of vocabulary.</p> <p>To understand changes in states of matter</p> <p>Explore and respond to daily weather.</p> | <p>ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> |
| Implementation | <p>Barefoot woodland walk</p> <p>Feely boxes</p> <p>leaf printing.</p> <p>What is the weather like today? Daily.</p> <p>Splashing in puddles</p> <p>Walking through tall grass</p>                                                                                                         | <p>Visit the woodlands around school with Percy to explore the immediate environment.</p> <p>Understand how to care for wildlife - make bird feeder.</p>                                               | <p>Fireman's hose - STEM activity.</p> <p>Test materials in water.</p>                                                                                                                 | <p>Hatching caterpillar eggs.</p>                                                                                           | <p>Explore wind up/pulley toys.</p> <p>Visit to a local playground - to explore the equipment - pushing/ pulling</p> <p>Plant and grow a flower seed (a gift from Goldilocks to mummy bear).</p>                                       | <p>Make hot chocolate at the tea party.</p> <p>Discussion of the animals on the zoo visit</p>                                                                    |                                                                                                                                                                                                                                                                       |
| Vocabulary     | Weather hot sunny cold wind rain snow material hard soft care force pull push life-cycle caterpillar butterfly egg chrysalis boil plant seed sprout seedling plant                                                                                                                         |                                                                                                                                                                                                        |                                                                                                                                                                                        |                                                                                                                             |                                                                                                                                                                                                                                        |                                                                                                                                                                  | <p>seasons change autumn</p> <p>winter spring summer</p> <p>force float sink heating</p>                                                                                                                                                                              |

|                | Expressive Art & Design (Music, Art & DT Link)- Nursery                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                | Autumn 1<br>All About me and the<br>World we Live in                                                                                                                                                                                                                                                                                                                                                                               | Autumn 2<br>Winter Woollies                                                                                                                                                                                                                                                                                                                                                                            | Spring 1<br>A Superhero like you                                                                                                                                                                                                                                                                                                                                   | Spring 2<br>Little critters                                                                                                                                                                                                                                                                                                                                                                                            | Summer 1<br>Once upon a time                                                                                                                                                                                                            | Summer 2<br>Take a walk on the wild side                                                                                                                                                                                                                | Where am I going? (Reception)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| WALT (Intent)  | <ul style="list-style-type: none"> <li>-Notice patterns with strong contrasts and be attracted by patterns resembling the human face</li> <li>-Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>-Show attention to sounds and music and respond emotionally</li> <li>-Joins in with rhymes, making some sounds</li> <li>-Begin to engage in pretend play.</li> </ul> | <ul style="list-style-type: none"> <li>-Express ideas and feelings through making marks, and sometimes give meaning to the marks they make.</li> <li>-Join different materials and explore different textures.</li> <li>-Move to music</li> <li>-Anticipate phrases and actions in rhymes.</li> <li>-Explore their voices and enjoy making sounds</li> <li>-Begin to engage in pretend play</li> </ul> | <ul style="list-style-type: none"> <li>-Use their imagination as they consider what they can do with different materials.</li> <li>-Dance to music</li> <li>-Make rhythmical and repetitive sounds.</li> <li>-Take part in action songs</li> <li>-Engage in pretend play, using an object to represent something else even though they are not similar.</li> </ul> | <ul style="list-style-type: none"> <li>-Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>-Make simple models which express their ideas</li> <li>-Explore a range of sound makers and instruments and play them in different ways.</li> <li>- Engage in pretend play, using an object to represent something else even though they are not similar.</li> </ul> | <ul style="list-style-type: none"> <li>-Use their imagination as they consider what they can do with different materials.</li> <li>-Join different materials and explore different textures.</li> <li>-Develop pretend play.</li> </ul> | <ul style="list-style-type: none"> <li>=Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>-Begin to develop more complex small worlds with blocks and construction kits.</li> </ul> | <p>ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG: Share their creations, explaining the process they have used</p> <p>ELG: Make use of props and materials when role playing characters in narratives and stories</p> <p>ELG: Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>ELG: Sing a range of well of well known nursery rhymes and songs</p> <p>ELG: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> |
| Implementation | <p>Elmer patterns</p> <p>Pictures of family – looking at faces.</p> <p>Create a house/home</p> <p>Construction Elmer's.</p>                                                                                                                                                                                                                                                                                                        | <p>Sensory tray ideas and feelings linking to materials Snowy settings</p> <p>Natural materials from woodland walk</p> <p>Create hedgehogs using clay and natural resources as spikes.</p> <p>Leaf collage.</p> <p>Sticks as paint brushes.</p>                                                                                                                                                        | <p>Make a fire truck (junk modelling)</p> <p>Create a city for the hero to fly around.</p> <p>Dressing up at superheroes and taking on a role.</p> <p>Create a cape.</p>                                                                                                                                                                                           | <p>Making a hungry caterpillar with play doh.</p> <p>Butterfly printing.</p> <p>Fruit printing.</p> <p>Paper plate caterpillar.</p> <p>Draw a caterpillar.</p> <p>.</p>                                                                                                                                                                                                                                                | <p>To take part in pretend play by dressing up and retelling the story.</p> <p>Develop small world by re creating fairy tales.</p> <p>Draw on different materials, sandpaper, wallpaper, card, tissue.</p>                              | <p>Characters from the story.Create zoo enclosures.</p> <p>To create an animal house.</p>                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Vocabulary     | Pattern face music rhymes sounds pretend play materials texture glue dance rhythm actions paint brushes tools model instrument circle small world                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                         | <p>Junk model draw texture instrument loud quiet triangle shaker, drum, tambourine, colour, shape, pattern, paint, paintbrush, music, sound, design, craft, perform, pencil, crayon, clay, chalk, cardboard, glue, scissors, art, join, collage.</p>                                                                                                                                                                                                                                                                                                                                                                      |

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# RECEPTION YEARLY PROGRESSION

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Inspirational Learning  
Academies Trust



# Long Term Planning - Mathematics

## Reception 2026-2027

|               | 1                                  | 2 | 3                        | 4                             | 5                                    | 6 | 7                                                            | 8                            |   | 9                         | 10 | 11                                     | 12                                                  | 13 | 14 | 15                         |
|---------------|------------------------------------|---|--------------------------|-------------------------------|--------------------------------------|---|--------------------------------------------------------------|------------------------------|---|---------------------------|----|----------------------------------------|-----------------------------------------------------|----|----|----------------------------|
| <u>AUTUMN</u> | Block 1<br>Match, sort and compare |   |                          | Block 2<br>It's me<br>1, 2, 3 |                                      |   | Consolidation<br>(circles and triangles/shapes with 4 sides) | Half term                    |   | Block 3<br>1, 2, 3, 4, 5, |    |                                        | Block 4<br>Alive in 5                               |    |    | Consolidation<br>(pattern) |
|               | 1                                  | 2 | 3                        | 4                             | 5                                    | 6 |                                                              | 7                            | 8 | 9                         | 10 | 11                                     |                                                     |    |    |                            |
| <u>SPRING</u> | Block 1<br>Growing 6, 7, 8         |   |                          |                               | Consolidation<br>(mass and capacity) |   | Half term                                                    | Block 2<br>Building 9 and 10 |   |                           |    | Consolidation<br>(exploring 3D shapes) |                                                     |    |    |                            |
|               | 1                                  | 2 | 3                        | 4                             | 5                                    | 6 |                                                              | 7                            | 8 | 9                         | 10 | 11                                     | 12                                                  | 13 |    |                            |
| <u>SUMMER</u> | Block 1<br>To 20 and beyond        |   | Block 2<br>How many now? |                               | Block 3<br>Sharing and grouping      |   | Half term                                                    | Block 4<br>Make connections  |   | Block 5<br>How many now?  |    | Block 6<br>To 20 and Beyond            | Consolidation<br>(manipulate compose and decompose) |    |    |                            |

## Reception English Curriculum

|                                            | Autumn 1                                                                                                                                                        | Autumn 2                                                                                                        | Spring 1                                                                                                                                                                                                                            | Spring 2                                                                                                                         | Summer 1                                                                                                                                                                                                             | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Text</u></b>                         | <b><u>Text</u></b><br>The Three Little Pigs<br><i>Fairytales</i>                                                                                                | <b><u>Text</u></b><br>Gruffolo Stories - Julia Donaldson<br><i>Fantasy</i>                                      | <b><u>Text</u></b><br>Whatever Next - Gill Murphy<br><i>Traditional</i>                                                                                                                                                             | <b><u>Text</u></b><br>Little Red Hen<br><i>Adventure</i>                                                                         | <b><u>Text</u></b><br>Little Red Riding Hood - Mara Alperin<br><i>Fairytales/traditional story</i>                                                                                                                   | <b><u>Text</u></b><br>The snail and the whale - Julia Donaldson<br><i>Adventure</i>                                                                                                                                                                                                                                                                                                                                                               |
| <b><u>Communication &amp; Language</u></b> | Story sequencing and retell - Use different voices for the narrator of each character<br>Listen to and talk about stories to build familiarity                  |                                                                                                                 | Story sequencing and retelling<br>Retell the story some as exact repetition and some in their own words.                                                                                                                            |                                                                                                                                  | Story sequencing and retelling<br>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b><u>Comprehension Reading Skill:</u></b> | Engage in story time.<br>Concepts of print                                                                                                                      | Listen to and talk about stories to build familiarity and understanding.<br>Concepts of print                   | Listen to and talk about stories to build familiarity and understanding.<br>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.<br>Concepts of print | Describe events in some detail<br><br>Begin to make simple predictions about what will happen in the story.<br>Concepts of print | Articulate their ideas and thoughts in well-formed sentences<br><br>Make simple predictions about what will happen in the story.<br>Concepts of print                                                                | Ask questions to find out more and to check they understand what has been read to them.<br><br>ELG: Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.<br>ELG: Anticipate key events in stories<br>ELG: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play. |
| <b><u>Word Reading</u></b>                 | Consolidation of all phase 2 sounds.<br>Common exception words - the, to, and, is, I, go, no, of.<br><br>Read individual letters by saying the sounds for them. | j, v, w, x, y, z, qu, sh, ch, th, ng, ai, ee, igh, oa<br>Common exception words - we, me, be, he, she, was, my. | oo, ar, or, ur, ow, oi, ear, air, er<br>Common exception words - live, you, they, are, all, what.                                                                                                                                   | Revision and consolidation of all phase 3 sounds and common exception words.                                                     | CVCC, CCVC<br>Common exception words - said, so, have, like, some, come, were, there, little, one, do, does, when, out, here, says, love.                                                                            | CVCC<br>CCVC<br>Common exception words - said, so, have, like, some, come, were, there, little, one, do, does, when, out, here, says, love.                                                                                                                                                                                                                                                                                                       |

|                                   |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.<br>Read simple phrases and sentences made up of phase 2 words and common exception words.                                                                                                       | Read some letter groups that each represent one sound and say the sounds for them.<br><br>Read simple phrases and sentences made up of some phase 3 words and common exception words.                                                                         | Read some letter groups that each represent one sound and say the sounds for them.<br><br>Read simple phrases and sentences made up of some phase 3 words and common exception words.                                                                                              | Read some letter groups that each represent one sound and say the sounds for them.<br><br>Read simple phrases and sentences made up of phase 3 words and common exception words.                                                                                     | Begin to read simple phrases and sentences made up of phase 4 words and common exception words.                                                                                                                                                                                                               | Begin to read simple phrases and sentences made up of phase 4 words and common exception words.                                                                                                                                                                                                                               |
| <b><u>Writing Focus</u></b>       | <b>Setting description</b><br>Write a phase 2 CVC word independently.<br>Write a phase 2 label/caption.<br>Write some tricky words. - I, go, no, of.<br>Spell phase 2 words by identifying the sounds and then writing the sound and letter/s.<br><br>With support, re-read work to check it makes sense. | <b>Character description</b><br>Write a label/caption.<br>Write a short sentence with support.<br>Begin to spell some phase 3 words by identifying the sounds and then writing the sound and letter/s.<br>With support, re-read work to check it makes sense. | <b>Story mapping &amp; retelling</b><br>Begin to write a short sentence.<br>With support use some capital letters and full stops.<br>Spell some phase 3 words by identifying the sounds and then writing the sound and letter/s.<br>Begin to re-read work to check it makes sense. | <b>Instructions</b><br>Begin to write a short sentence.<br>With support, use capital letters and full stops.<br>Confidently spell phase 3 words by identifying the sounds and then writing the sound and letter/s.<br>Begin to re-read work to check it makes sense. | <b>Story mapping &amp; retelling</b><br>Write a short sentence with known letter correspondences.<br>Use of capital letters and full stops.<br>Confidently spell some phase 4 words by identifying the sounds and then writing the sound and letter/s.<br>Independently re-read work to check it makes sense. | <b>Letter Postcard</b><br>Write a short sentence with known letter correspondences.<br>Use of capital letters and full stops.<br>Use of some finger spaces.<br>Confidently spell some phase 4 words by identifying the sounds and then writing the sound and letter/s.<br>Independently re-read work to check it makes sense. |
| <b><u>Handwriting</u></b>         | Begin to form lower-case and capital letters correctly, most of which have appropriate lead out flicks.<br>Hold a pencil - tripod grasp.                                                                                                                                                                  | Begin to form lower-case and capital letters correctly, most of which have appropriate lead out flicks.<br>Hold a pencil - tripod grasp.                                                                                                                      | Form most lower-case and capital letters correctly, most of which have appropriate lead out flicks.                                                                                                                                                                                | Form most lower-case and capital letters correctly, most of which have appropriate lead out flicks.                                                                                                                                                                  | Form all lower-case and capital letters correctly with appropriate lead out flicks.                                                                                                                                                                                                                           | Form all lower-case and capital letters correctly with appropriate lead out flicks.                                                                                                                                                                                                                                           |
| <b><u>Rhymes</u></b>              | Pat-a-cake<br>1, 2, 3, 4, 5 Once I Caught a Fish Alive<br>This Old Man<br>Five Little Ducks<br>Name Song<br>Things for Fingers                                                                                                                                                                            |                                                                                                                                                                                                                                                               | Wind the Bobbin Up<br>Rock-a-bye Baby<br>Five Little Monkeys Jumping on the Bed<br>Twinkl Twinkl<br>If You're Happy and you Know it<br>Head, Shoulders, Knees and Toes<br>Old Macdonald<br>Baa Baa Black Sheep<br>Row, Row, Row Your Boat                                          |                                                                                                                                                                                                                                                                      | Big Bear Funk<br>Insy Winsy Spider<br>Rock-a-Bye Baby<br>The Wheels on the Bus<br>The Hokey Cokey<br>Little Bo Peep                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                               |
| <b><u>Supplementary texts</u></b> | Homes around the world - Moira Butterfield                                                                                                                                                                                                                                                                | We are the forest animals - Happy little Llama                                                                                                                                                                                                                | Handas Surprise - Eileen Browne                                                                                                                                                                                                                                                    | Egg to Chicken - Camilla de la bedoyere                                                                                                                                                                                                                              | Food Like Mine - DK                                                                                                                                                                                                                                                                                           | The Big Book of transport - Moira Butterfield                                                                                                                                                                                                                                                                                 |

|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b><u>Age Related Expectations:</u></b></p> | <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds in to words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Ask questions to find out more and to check they understand what has been read to them (communication and language).</li> <li>• Articulate their ideas and thoughts in well-formed sentences (communication and language).</li> <li>• Engage in story-time (communication and language).</li> <li>• Describe events in some detail (communication and language).</li> <li>• Listen to and talk about stories to build familiarity and understanding (communication and language).</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words (communication and language).</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (communication and language).</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly</li> <li>• Spell words by identifying the sounds and then writing the sound and letters/s</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul> |
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## Communication and Language Reception

|                | Where have I come from? (Nursery)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Autumn 1<br>Traditional Tales                                                                                                                                                                                                                                                                                                             | Autumn 2<br>The Gruffalo & Friends                                                                                                                                                                                                                                                            | Spring 1<br>The World Beyond                                                                                                                                                                                                                                                                                                                                                          | Spring 2<br>All Creatures great and small                                                                                                                                                                                                                                                                 | Summer 1<br>Fairytales                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Summer 2<br>Let the adventure begin                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Where am I going? (Year1 Spoken Language)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| WALT (INTENT)  | <ul style="list-style-type: none"> <li>-Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</li> <li>-Start a conversation with an adult or friend and continue it for many turns.</li> <li>-Use talk to organise themselves and their play: “lets go on a bus.... You sit there... I’ll be the bus driver’.</li> <li>-Sing a large repertoire of songs.</li> <li>-Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>-Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’</li> <li>-Develop their pronunciation but may have problems saying:               <ul style="list-style-type: none"> <li>-Some sounds r, j, th, ch, sh</li> <li>-multi-syllabic words such as ‘hippopotamus’</li> </ul> </li> <li>-Use longer sentences of four to six words.</li> <li>-Understand a question of instruction that has two parts, such as “get your coat and wait at the door”.</li> <li>-Understand ‘why’ questions, like: “Why do you think the caterpillar got so far?”</li> <li>-Listen to simple stories and understand what is happening, with the help of pictures.</li> </ul> | <ul style="list-style-type: none"> <li>-Use new vocabulary through the day.</li> <li>-Ask questions to find out more and to check they understand what has been said to them.</li> <li>-Articulate their ideas and thoughts in well-formed sentences.</li> <li>-Engage in story times</li> <li>-Learn rhymes, poems and songs.</li> </ul> | <ul style="list-style-type: none"> <li>-Connect one idea or action to another using a range of connectives.</li> <li>-Describe some events in some detail</li> <li>-Listen to and talk about stories to build familiarity and understanding</li> <li>-Engage in non-fiction books.</li> </ul> | <ul style="list-style-type: none"> <li>-Use talk to help work out problems and organise thinking and activities, and explain how things work and why they might happen.</li> <li>- Develop social phrases e.g. ‘good morning’</li> <li>-Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> </ul> | <ul style="list-style-type: none"> <li>-Use new vocabulary in different contexts,</li> <li>-Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>-Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>-Listen attentively</li> <li>-Anticipate key events in stories</li> <li>-Respond to what they hear with relevant comments, questions or actions.</li> <li>-Follow instructions involving several ideas.</li> <li>-Develop ability to answer ‘how’ and ‘why’ questions.</li> <li>-Begin to use past, present and future forms accurately when talking about events.</li> <li>-Begin to develop own narratives and explanations by connecting ideas or events.</li> </ul> | <p><b>ELG: Listening and attention</b> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. <b>ELG: Understanding</b> Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p><b>ELG: Speaking</b> Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> | <ul style="list-style-type: none"> <li>-To speak clearly in a way that is easy to understand, in front of larger audiences e.g. the class.</li> <li>-To know when it is their turn to speak in a small group presentation or play performance.</li> <li>-To take part in a simple role-play of a known story.</li> <li>-Retell simple stories and recounts aloud</li> <li>-To listen to others in a range of situations and usually respond appropriately.</li> <li>-Organise their thoughts before expressing them.</li> <li>-Recognise when it is their turn to speak in discussion.</li> <li>-Recognise that different people have different responses and that these are valuable as their own opinion and ideas.</li> <li>-Describe their immediate world and environment.</li> <li>-To begin to ask questions that are linked to the topic being discussed.</li> <li>-To answer questions on a wider range of topics (sometimes may only be one-word answers).</li> <li>-To use appropriate vocabulary to describe their immediate world and feelings.</li> <li>-To think of alternatives for simple vocabulary choices.</li> </ul> |
| Implementation | <p>Opportunities to develop communication and language skills are provided throughout each aspect of the day and carefully considered when planning any activity.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

## PSED/RE/SMSC Reception

|  | Where have I come from? (Nursery)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                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(Year1 Spoken Language)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|  | <p>Self regulation- Separates from the main carer in a morning.<br/>Can be comforted by a familiar adult.<br/>Willing to line up when asked to do so.<br/>Will carry own tray in the dining room.<br/>Starting to interact with others may copy gestures or facial expressions.<br/>Help children to become positive about differences. Can express some likes and dislikes. throughout the school day.<br/>Can manage to put on their own coat.<br/>Express preferences and decisions. Willing to try new things and start establishing their autonomy.<br/>Discuss special needs and disabilities, religion and culture.<br/>Manages most transitions throughout the day. Discuss own basic hygiene<br/>Talk about some healthy foods.<br/>Rejects help and is willing to persevere. May stay at a task for longer periods.<br/>Talk about simple emotions throughout the school day<br/>Develop friendships with peers.<br/>Talk about feelings in more elaborated ways.<br/>I am sad because... I will be leaving Nursery and my teacher .<br/>Using the toilet independently.<br/>Sit for longer periods of time.<br/>Complete an independent task.</p> <p>What does your Christmas look like in your family?<br/>Who is your superhero?<br/>Who do Christians think created the world?<br/>What do we look for at Easter? (New life)<br/>Discuss special places homes, school and church<br/>Talk about which places are special to Christians<br/>Name a special story. Introduce the bible<br/>Discuss feelings within storie</p> | <p>Be increasingly independent in meeting their own care needs, toilet and wash hands independently<br/>Put on own coat and attempt to fasten it.<br/>When hurt will go to a familiar adult and ask for help.<br/><b>Being Special, Where do we belong?</b><br/><b>How do we know that Jesus thought children were special.</b><br/><b>What happens at a Christian baptism?</b><br/><b>How are you special?</b><br/><b>When have you ever felt special?</b><br/><b>SMSC Diwali</b></p> | <p>See themselves as a valuable individual<br/>Will consider the feelings of others.<br/>Build constructive and respectful relationships<br/>Regulates own behaviour during unstructured times,<br/><b>Why is Christmas special to Christians?</b><br/>Know what incarnation means<br/>Recall what happens at a traditional Christian Christmas festival.<br/>Talk about special families and friends.<br/>SMSC<br/>Remembrance Day</p> | <p>Will work collaboratively on a given task and complete the task with few reminders.<br/>Gives attention to what the teacher says.<br/>Follows instructions throughout the school day.<br/><b>Why is the word God special to Christians?</b><br/><b>Who do Christians believe made the world?</b><br/>How do Christians say thank you to the creator for being amazing?<br/>What do you find interesting and wonderful about the world?<br/>Talk about what people do to mess up the world and what they do to look after it.<br/>SMSC Shrove Tuesday</p> | <p>Be confident to try new activities and show independence<br/>resilience and perseverance in the face of challenge( problem solving )<br/>Discuss healthy food options.<br/><b>Why is Easter special to Christians?</b><br/><b>What is the Easter story about?</b><br/>Recognise some symbols Christians use during Holy week.<br/>Talk about the Easter story.<br/>Talk about ideas of new life in nature<br/>SMSC Eid</p> | <p>Explain reasons for rules, knowing right from wrong.<br/>Dressing and undressing without support. (Fastening shirt buttons )<br/>Takes turns with others.<br/><b>What places are special and why?</b><br/>Begin to recognise that for Christians, Muslim's and Jews these special things link to beliefs about God.<br/>Talk about which places are special to which religion.<br/>Talk about somewhere that is special to themselves.<br/>SMSC Armed Forces Day</p> | <p>Forms positive relationships and is willing to try transition with unfamiliar adults. Gives more focused attention.<br/>Can talk about some of the ways to keep healthy and safe.<br/>Screen time - bedtime routine<br/><b>ELG</b><br/><b>Self Regulation</b><br/><b>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</b><br/><b>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</b><br/><b>Give focused attention to what the teacher says responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.</b><br/><b>Managing self</b><br/><b>Be confident to try new activities and show independence resilience and perseverance in the face of challenge</b><br/><b>Explain reasons for rules, know right from wrong and try to behave accordingly.</b><br/><b>Manage their own basic hygiene and personal needs, including dressing. Going to the toilet and understanding the importance of healthy food choices.</b><br/><b>Building Relationships</b><br/><b>Work and play cooperatively and take turns with others.</b><br/><b>Form positive attachments to adults and friendships with peers.</b><br/><b>Show sensitivity to their own and to others needs.</b><br/><b>Which stories are special and why?</b><br/>Talk about some religious stories from the Bible talk about some religious stories from the Torah.<br/>Discuss what these stories teach believers.<br/>Identify some of their own feelings in stories they hear.<br/>SMSC Shavuot</p> | <p>Know some of their likes/dislikes and what they are good at<br/>Talk about what makes them special and their strengths<br/>Understand how their personal features or qualities are unique to them<br/>recognise how they are both similar/different to other and notice what they have in common<br/>begin to use the correct names for the main parts of the body (including external genitalia)<br/>Know that parts of the body covered with underwear are private<br/>Know that family is one of the groups they belong to, including other groups<br/>Learn about different people in their family network and those that love and care for them<br/>Know how our family member/those that care for them, do to make them feel loved<br/>Begin to understand that families are all different but can share common features – know what is the same and different about them<br/>Understand the different features of family life, including what families do together<br/>Know that it is important to tell someone if something about their family makes them feel unhappy or worried</p> |

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| Implementation |                                                                                                                                                                                                                                            | Use the supporting diverse text to discuss new class rules and boundaries.<br>Bible stories<br>British values<br>Role play dolls baptism                                                                                                                                               | Discuss the Gruffalo and the feelings of the animals, include other stories<br>Visit Father Tommy's church | Junk model task.<br>Bible | Making bread.<br>Diverse text<br>Bible<br>Chicks<br>Educational visits | Should Little Red go into the woods alone?<br>What rules should she follow?<br>Photos<br>Religious items | Transition / supporting texts.<br>Videos, Bible Torah |                                                                                                                                                                                                                                                               |
| Vocabulary     | Mum Dad Teacher school happy sad<br>birthday party card present cake<br>Hair colour eyes skin like don't like help<br>Christmas tree turkey family disability<br>church community Christian world toilet<br>drink hungry hurt friend bible | Nursery vocab plus: toilet familiar adult valuable respect attention instructions healthy safe routine<br>Hair colour eyes skin like don't like Christian baptism incarnation tradition festival God Jesus Easter cross holy week Muslim<br>Jewish church mosque Bible Torah synagogue |                                                                                                            |                           |                                                                        |                                                                                                          |                                                       | Creation Gospels nativity<br>believers non-believers<br>incarnation salvation worship<br>Mezuzah Shabbat Shema<br>tradition candle Mary Joseph<br>manger stable three wise men<br>star gold frankinsense myrh<br>angel donkey shepherd<br>Bethlehem innkeeper |

## Physical Development Reception

|               | Where have I come from?<br>(Nursery)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Autumn 1<br>Traditional Tales                                                                                                                                                                                                                                                                                                                                            | Autumn 2<br>The<br>Gruffalo &<br>Friends                                                                                                                                                                                            | Spring 1<br>The World Beyond                                                                                                                                                                                                                                                                                                     | Spring 2<br>All Creatures great and<br>small                                                                                                                                                                                                                                                                                                                                                   | Summer 1<br>Fairytales<br>-                                                                                                                                                                                                                                                                                                                                                                   | Summer 2<br>Let the adventure begin                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Where am I going? (Year1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| WALT (Intent) | <ul style="list-style-type: none"> <li>-To use a range of tools</li> <li>-Move in different ways</li> <li>-To balance on objects when moving</li> <li>-Give meaning to marks made.</li> <li>-To use and remember sequences to music</li> <li>-To choose correct tools to carry out own plan</li> <li>-To collaborate on large art work</li> <li>-Use and remember sequences to music</li> <li>-Use different tools to create images</li> <li>-To use one handed tools and equipment</li> <li>-To take part in group activities</li> </ul> | <ul style="list-style-type: none"> <li>-Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>-Hold pencils with a five finger grasp and pincer grip, developing fine motor skills</li> <li>-Further develop and refine a range of ball skills including: throwing, catching, kicking, passing,</li> </ul> | <ul style="list-style-type: none"> <li>-Further develop and refine a range of ball skills including: batting and aiming.</li> <li>-Hold pencils with a five finger grasp and pincer grip, , developing fine motor skills</li> </ul> | <ul style="list-style-type: none"> <li>-Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with physical activities such as gymnastics</li> <li>Hold pencils with a five finger grasp and pincer grip with some control when drawing, , developing fine motor skills</li> </ul> | <ul style="list-style-type: none"> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with physical activities such as dance</li> <li>Combine different movements with ease and fluency</li> <li>Hold pencils with a five finger grasp and pincer grip with control, some control when drawing, , developing fine motor skills</li> </ul> | <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired – running, jumping, hopping, skipping, climbing.</li> <li>Progress towards a more fluent style of moving, with developing control and grace</li> <li>Holds a pencil with a tripod grasp, beginning to show accuracy when drawing, developing fine motor skills</li> </ul> | <ul style="list-style-type: none"> <li>ELG: Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>ELG: Demonstrate strength and balance</li> <li>ELG: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> <li>ELG: Hold a pencil effectively in preparation for writing</li> <li>ELG: Use a range of smart tools, including scissors, paint brushes and cutlery</li> <li>ELG: begin to show accuracy with drawing</li> </ul> | <ul style="list-style-type: none"> <li>Fitness – Experience the changes that occur during exercise including raising heart rate. develop agility, coordination. Perform patterns of movement and learn new moves.</li> <li>Demonstrate the correct technique for activities. Discover which activities individuals find easy or difficult.</li> <li>Refining running, hopping, jumping, balance, skipping skills</li> <li>Use agility, balance and co-ordination when performing activities</li> </ul> |

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| Implementation |  | <p>Making a house for the Three Little Pigs with large and small apparatus. EAD links.</p> <p>Ball skills</p> | <p>EAD links.</p> <p>Ball skills.</p> | <p>Travelling to an unknown world beyond e.g. balancing on a bench in space</p> <p>Running away from aliens</p> <p>EAD links</p> | <p>Dancing with creatures great and small.</p> <p>EAD links.</p> | <p>Assault course through the woods.</p> <p>EAD links.</p> | <p>Refining all skills taught throughout the year in order to achieve ELG.</p> | <p>Refine dancing skills</p> <p>Refine ball skills</p> |
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## Understanding the World (Geography link) Reception

|                | Where have I come from? (Nursery)                                                                                                                      | Autumn 1<br>Traditional Tales                                                                                                                         | Autumn 2<br>The Gruffalo & Friends                                                                                                                                                                                                    | Spring 1<br>The World Beyond                                                                                                                                                                                                                      | Spring 2<br>All Creatures great and small        | Summer 1<br>Fairytales<br>Little Red                                                                | Summer 2<br>Let the adventure begin                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Where am I going? (Year1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| WALT (Intent)  | Know that there are different countries in the word and talk about the differences they have experienced or seen in photos.                            | To know that we live in England and understand what it is like to live here.                                                                          | <p>Notices features of the immediate environment – woods and local area (visit to Cannock Chase)</p> <p>Know that there are different countries in the world – Antarctica</p> <p>To visit a Christian's place of worship (church)</p> | <p>Describe and compare the immediate environment – homes, school, park.</p> <p>Positional language<br/>White Rose<br/>Draws own maps/plans of the immediate environment. White rose</p> <p>To draw information from a simple map – whiterose</p> | Describe a farm environment (visit Amerton Farm) | To identify the similarities and differences between Antarctica and England– people and communities | <p>Notices features of the immediate environment – visit to the beach</p> <p>To compare two environments (woodland and beach).<br/>ELG: Know similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.<br/>ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.<br/>ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> | <p>To name and locate the 4 countries of the United Kingdom.</p> <p>To use maps and atlases to name and locate the capital cities of the United Kingdom.</p> <p>To use aerial photographs to recognise UK landmarks.</p> <p>To name and locate the surrounding seas of the United Kingdom.</p> <p>To identify Stoke-on-Trent and discuss the human and physical features.</p> <p>To identify the key features of a local factory.</p> <p>To understand what is near and far away from school and to gain a sense of place.</p> <p>To use aerial photographs to create a map of the school.</p> <p>To construct symbols and a key for my map.</p> <p>To compare the human and physical features our local area and contrasting area.</p> <p>To use globes, maps and atlases to locate the world's seven continents.</p> <p>To use globes, maps and atlases to locate the world's five oceans.</p> <p>To explore a small area in a contrasting non-European country (Timbuktu, Mali, Africa).</p> <p>To explore geographical similarities of London (United Kingdom) compared to Timbuktu, Mali (Africa).</p> <p>To explore geographical differences of London (United Kingdom) compared to Timbuktu, Mali (Africa).</p> |
| Implementation |                                                                                                                                                        | The three Little Pigs are coming to England! What is life like here?                                                                                  | Physical features of the woods.<br>The Gruffalo child – snow                                                                                                                                                                          | Explore pictures of planet environments.                                                                                                                                                                                                          | Farm visit, bus trip.                            | Little Red Riding hood is going on an adventure- what different people will she meet?               | <p>Trip to the beach, how does it compare to the woods from our Gruffalo stories?</p> <p>Comparison tuff trays</p> <p>Creating the two environments</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Vocabulary     | House home roof window door rooms brick country Asia India England hot sunny beach woods trees leaves grass soil park playground climbing frame slide. | <p>Nursery vocab plus:</p> <p>Antarctica cold snow freezing each sea sand wood tree plants grass leaves country Antarctica Asia hot cold sun snow</p> |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                   |                                                  |                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>UK, Wales, Scotland, Northern Ireland, England, London, Cardiff, Edinburgh, Belfast School, home, park, landmark, local, human feature, physical feature, environment, village, factory, house, office, shop Continent, near, far, left, right, North Pole, north, south, east, west, South Pole, ocean, Stoke-on-Trent, UK (United Kingdom)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## Understanding the World (History link) Reception

|                | Where have I come from? (Nursery)                                                                                                                                                                                                                               | Autumn 1<br>Traditional Tales                                                                                                                                                                                                                                                                   | Autumn 2<br>The Gruffalo & Friends                   | Spring 1<br>The World Beyond                                                                    | Spring 2<br>All Creatures great and small                | Summer 1<br>Fairytale<br>Little Red                                                                                                                          | Summer 2<br>Let the adventure begin                                                                                                                                                                                                                                                                                                                                                                    | Where am I going? (Year1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| WALT (Intent)  | Order events in a sequence<br>Show an interest in own family and name them.<br>Start to be curious about the people around them – People who help us (fireman, doctor, vet, nurse).<br>Identify simple differences between a kettles from the past and present. | To relate traditional story settings and characters to their own life-story – changes over time                                                                                                                                                                                                 | To make sense of their life-story and family history | To comment on images of familiar situations from the past                                       | To comment on images of farming in the past and present. | To compare washing in the past and present.                                                                                                                  | To compare transport in the past and present<br>ELG: Talk about the lives of people around them and their roles in society.<br>ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.<br>ELG: Understand the past through settings, characters and events encountered in books, read in class and storytelling. | To find similarities and differences between my own childhood and a grandparent's childhood. To identify and describe similarities and differences between my home and a home in the 1950s. To identify and describe similarities and differences between the toys we play with now and toys played with in the 1950s.<br>To identify and describe similarities and differences between shops today and shops in the 1950s. To be able to identify and describe similarities and differences between our own experience of school and a school in the 1950s. To be able to use my knowledge of the 1950s to take part in a role play.<br>To learn about Christopher Columbus life and why he is a significant individual of the past. To explore Christopher Columbus and how he has contributed to international achievement. To learn about Florence Nightingale life and why he is a significant individual of the past. To explore Florence Nightingale and how he has contributed to international achievement. To learn about Neil Armstrong life and why he is a significant individual of the past. To explore Neil Armstrong and how he has contributed to international achievement. To explore to the first telephone invented made by Alex Bell. To use sources to compare similarities and differences between phones in the past and the present. To explore to the first four wheeled automobile invented made by Karl Benz. To use sources to compare similarities and differences between cars in the past and the present. To explore to the first successful powered aeroplane invented made by The Wright Brothers. To use sources to compare similarities and differences between aeroplanes in the past and the present. |
| Implementation |                                                                                                                                                                                                                                                                 | Past and present comparison.                                                                                                                                                                                                                                                                    | Passage of tie child to parent Gruffalo & his child. | Look at Baby Bear coming home to his bath – how does this compare to baths now and in the past? | Farm visit                                               | Washboards from the past – Little Red Riding Hoods Grandma is doing her washing. Books to support. Pictures. Nursery washing machine. Washing dolls/clothes. | Spitfire – Reginald Mitchell<br>Old trains/steam trains link to Amerton farm visit<br>Visit a museum                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Vocabulary     | House home roof window door rooms brick country Asia India England hot sunny beach woods trees leaves grass soil park playground climbing frame slide.                                                                                                          | Now, next, old, new, past, present, before, after, change, fireman, doctor, vet, nurse, family., kettle, artefact<br><br>history, life-story, old, new, farm, tractor, horse and carriage, milk maid, machine, spitfire, Reginald Mitchell plane, propeller, wings, washing machine, washboard. |                                                      |                                                                                                 |                                                          |                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                        | same, different, compare, before, after, past, now, timeline, 20th century, 1950s, 21st century, grandparent, growing up, year, clue, object/artefact, matching, modern, old, terraced, flats, bungalow, semi-detached, inventions, materials, condition, design, similar, classify, locality, supermarket, shopping mall, shopkeeper, parade of shops, grocer, greengrocer, tobacconist, market, delivery vans, cash register, rationing, playground games, punishments, school, chalk board, and ink, toys, tidlywinks<br>Christopher Columbus, explorer, map, discover, equipment, adventure, great, navigation, botanist, territory, travel, hero, equipment, race, recent, astronaut, space, memorial, achievement, significant, Florence Nightingale, contribution, Neil Armstrong, hospital, charity, injured<br>Alex Bell, Karl Benz, telephone, communication, The Wright Brothers, inventor, invented, flight, century, eyewitness account, travel, journey, evidence, aviation, transport, propeller, steer, pilot, glider, modern, cockpit, engine, fuselage, jet, landing gear, impact, trade, leisure, inventor, source, significance, automobile, landline, mobile, smartphone                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|                | Understanding the World (Science link) Reception                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                             |                                                                                                                   |                                                                                                                                                                                  |                                                                                                                                                                                                                                                     |                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|                | Where have I come from? (Nursery)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Autumn 1<br>Traditional Tales                                                                                                                                               | Autumn 2<br>The Gruffalo & Friends                                                                                | Spring 1<br>The World Beyond                                                                                                                                                     | Spring 2<br>All Creatures great and small                                                                                                                                                                                                           | Summer 1<br>Fairytale                                                                                                                                               | Summer 2<br>Let the adventure begin                                                                                                                                                                                                                                                                                                                                                                                                                    | Where am I going? (Year1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| WALT (Intent)  | <p>Explore and respond to different natural phenomena in their setting and on trips. Plant seeds and care for growing plants</p> <p>Understand the key features of the life cycle of a plant and an animal</p> <p>Begin to understand the need to respect and care for the natural environment and all living things. Explore materials with different properties</p> <p>Explore natural materials, indoors and outside</p> <p>Use all of their senses in the hands on exploration of natural materials</p> <p>Explore collections of materials with similar and/or different properties</p> <p>Talk about what they see, using a wide range of vocabulary</p> <p>Talk about the differences between materials and the changes they notice.</p> <p>Explore how things work</p> <p>Explore and talk about the different forces they feel</p> | <p>To know and recognise the signs of Autumn.</p> <p>Understand the effect of changing seasons on the natural world around them (trees).</p> <p>To draw an Autumn tree.</p> | <p>To understand changes in states of matter.</p> <p>To understand some basic forces (floating &amp; sinking)</p> | <p>To know about and recognise the signs of Winter.</p> <p>Understand the effect of changing seasons on the natural world around them (trees).</p> <p>To draw a winter tree.</p> | <p>To know about and recognise the signs of Spring</p> <p>Understand the effect of changing seasons on the natural world around them (trees).</p> <p>To draw a Spring tree.</p> <p>To understand the life-cycle of a chick and draw each stage.</p> | <p>To plant seeds and observe the growth.</p> <p>To understand the life-cycle of a plant and draw each stage.</p> <p>To understand changes in states of matter.</p> | <p>To know about and recognise the signs of Summer.</p> <p>Understand the effect of changing seasons on the natural world around them (trees).</p> <p>To draw a Summer tree.</p> <p>ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> | <p>To observe changes across the four seasons.</p> <p>To observe and describe weather associated with the seasons. To say how day length varies.</p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> |
| Implementation |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Autumn walk<br>Art work in the woods                                                                                                                                        | Gruffalo crumble – heating<br>STEM activity – create a raft that floats for owl.                                  | Water in tuff tray – has it froze overnight?<br>Winter walk<br>Art work in the woods                                                                                             | Spring walk<br>Art work in the woods<br>Life-cycle drawing<br>Go to the farm and draw farm animals                                                                                                                                                  | All children plant their own seed for a healthy food/drink<br><br>Drawing life-cycle                                                                                | Summer walk<br>Outdoor art                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Vocabulary     | Weather hot sunny cold wind rain snow material hard soft care force pull push life-cycle caterpillar butterfly egg chrysalis boil                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Recap of nursery vocabulary<br>seasons change autumn winter spring summer force float sink heating                                                                          |                                                                                                                   |                                                                                                                                                                                  |                                                                                                                                                                                                                                                     |                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Bluebell, bramble, cowslip. Sunflower, Hyacinth, Rose. oaks, maple and beeches (deciduous)/ pine, fir, spruce (evergreens). Leaves, flowers, petals, fruit, roots, bulb, seed, trunk, branches and stem. fish, amphibians, reptiles, birds and mammals, omnivore, herbivore, carnivore<br>head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, sight, smell, touch, taste, hear, wood, plastic, glass, metal, water, rock, hard, soft, stretchy, stiff, shiny, dull, bendy, not bendy, waterproof, not waterproof, absorbent, opaque, transparent, day length, varies.                                                                                                                                                                                 |

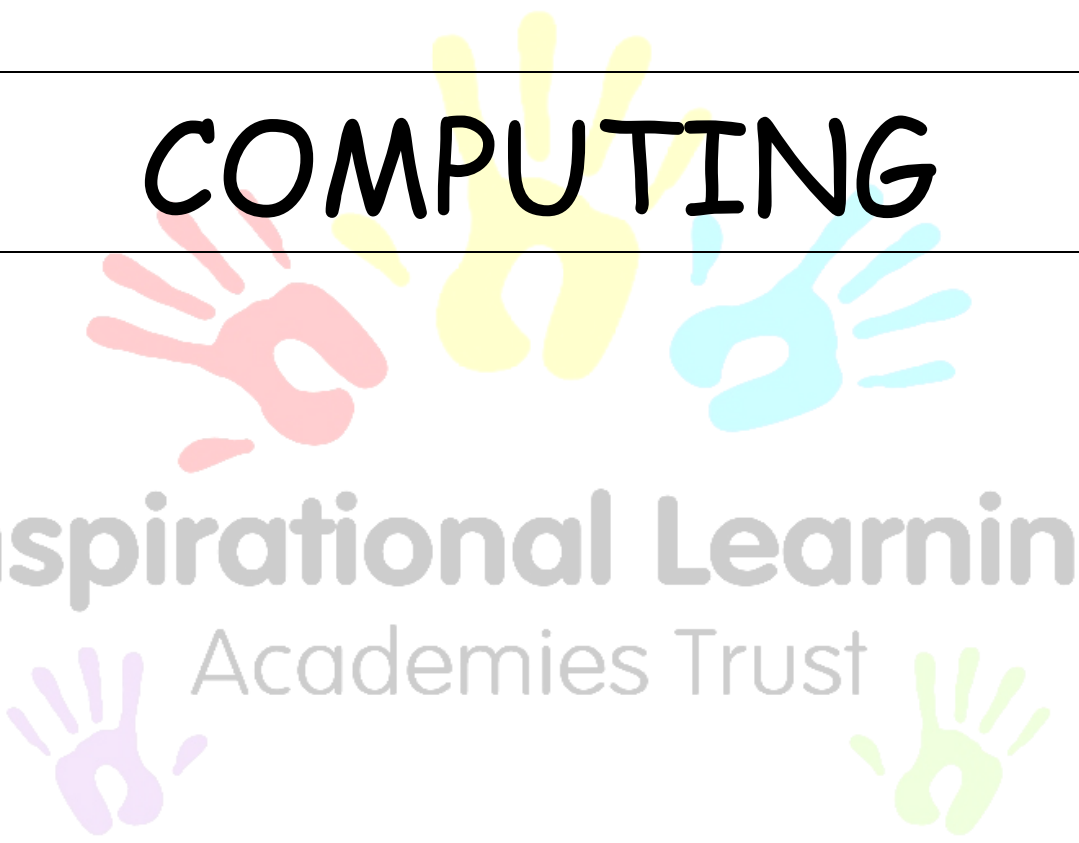
|               | Expressive Art & Design (Music, Art and D&T Link)- Reception                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|               | Where have I come from?<br>(Nursery)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Autumn 1<br>Traditional<br>Tales                                                                                                                                                                                                                                        | Autumn 2<br>The Gruffalo &<br>Friends                                                                                                                                                                                                               | Spring 1<br>The World Beyond                                                                                                                                                                                                                                                                                                                  | Spring 2<br>All Creatures<br>great and<br>small                                                                                                                                                                    | Summer 1<br>Fairytales                                                                                                                                                                                                                                                                                                                                        | Summer 2<br>Let the adventure begin                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Where am I going? (Year1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| WALT (Intent) | <p>Show attention to sounds and music and respond emotionally. Move and dance to music. Anticipate phrases and actions in rhymes.</p> <p>Explore their voices and enjoy making sounds.</p> <p>Joins in with songs and rhymes, making some sounds</p> <p>Make rhythmical and repetitive sounds</p> <p>Explore a range of sound makers and instruments and play them in different ways.</p> <p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p> <p>Make marks intentionally</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Enjoy and take part in action songs</p> <p>Develop pretend play</p> | <p>Engage in imaginative role play based on experiences</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Name shapes in the environment – Whiterose</p> <p>Talk about music and how it makes them feel.</p> | <p>Play instruments loud and quiet e.g. triangle.</p> <p>Select from a variety of resources to collage.</p> <p>Explore existing textures of objects and describes them verbally.</p> <p>Watch dance performances and say how they make us feel.</p> | <p>Sings in a group or on their own.</p> <p>Verbalises choices for construction and explain how they have made something.</p> <p>Share creations.</p> <p>Identifies and matches an instruments sound – triangle, drum, shaker, tambourine</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> | <p>Explore colour and colour mixing. Select colour for a purpose.</p> <p>Add instruments to rhymes – triangle, drum, shaker, tambourine</p> <p>Move in time to music, expressing their feelings and responses.</p> | <p>To create with construction</p> <p>Develops storylines with detail.</p> <p>Talk about design and can say what they are going to make before doing so and what it will look like.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Select shapes for a purpose – manipulate shapes – white rose</p> | <p>ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG: Share their creations, explaining the process they have used</p> <p>ELG: Make use of props and materials when role playing characters in narratives and stories</p> <p>ELG: Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>ELG: Sing a range of well of well known nursery rhymes and songs</p> <p>ELG: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> | <p>To be able to construct a piece of art in the style of Andy Goldsworthy</p> <p>To construct to make known objects for a purpose</p> <p>To be able to carve</p> <p>To be able to roll and pinch coils using a modelling media</p> <p>To make simple joins</p> <p>To be able to create patterns (using a variety of mediums)</p> <p>To explore the artist Pablo Picasso and observe his work</p> <p>To use a variety of drawing tools</p> <p>To explore different textures</p> <p>To observe patterns</p> <p>To be able to create patterns (using a variety of mediums)</p> <p>To develop impressed images</p> |

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| Implementation | <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Make simple models to express their ideas.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop more complex ‘small worlds’ with blocks and construction kits, such as a city and different buildings in a park.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> | <p>Acting out the story of the three little pigs.</p> <p>Three Little Pigs house.</p> <p>Music – Charanga</p>                                                                                                                                                            | <p>Collage woodlands settings</p> <p>Music – Charanga</p> | <p>Rocket creations</p> <p>Music – Charanga</p> | <p>Create colours for different animals.</p> <p>Music – Charanga</p> | <p>Building castles</p> <p>Design and then make own props for the story.</p> <p>Explore materials to make a bag strong enough to collect the grain. (foil, plastic, paper, net, cloth).</p> <p>Create collaboratively</p> <p>Music – Charanga</p> | <p>Music – Charanga</p> | <p>To name all the colours and understand shade</p> <p>To mix colours for purpose</p> <p>To apply colour with a range of tools</p> <p>To use a range of materials creatively to design and made products</p> <p>To explore different textures</p> <p>To observe and draw landscapes using observations and imagination.</p> <p>To observe patterns</p> <p>To mix new colours to focus on shade and tone.</p> <p>To apply colours with a range of tools such as controlled brush.</p> <p>To describe the differences and similarities of Henri Rousseau to other artists</p> <p>To compare own work to those of others</p> |
| Vocabulary     | <p>Pattern face music rhymes</p> <p>sounds pretend play materials</p> <p>texture glue dance rhythm</p> <p>actions paint brushes tools</p> <p>model instrument circle small world</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Nursery vocab plus: Junk model draw texture instrument loud quiet triangle shaker, drum, tambourine, colour, shape, pattern, paint, paintbrush, music, sound, design, craft, perform, pencil, crayon, clay, chalk, cardboard, glue, scissors, art, join, collage.</p> |                                                           |                                                 |                                                                      |                                                                                                                                                                                                                                                   |                         | <p>All EYFS vocabulary plus:</p> <p>coil pinch roll Andy Goldsworthy</p> <p>environmentalist Pablo Picasso pattern impressed image Henri Rousseau</p> <p>landscape primary colours secondary colours weaving textiles carve transfer</p>                                                                                                                                                                                                                                                                                                                                                                                  |

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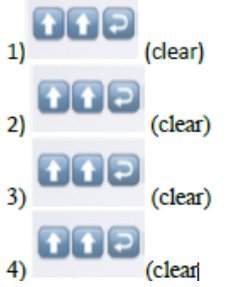
# COMPUTING

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Inspirational Learning  
Academies Trust

|                   |                                        | COMPUTING AND TECHNOLOGY                                                                                                                                                                                                     |                                                                |
|-------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
|                   |                                        | Nursery                                                                                                                                                                                                                      | Reception                                                      |
| Safety Superstars | Privacy and security                   | <p>Know that the internet has exciting places to go but there are rules to follow to be safe.</p> <p>What is personal information:<br/> Name<br/> Age<br/> Town/Village<br/> School</p> <p>Know who a trusted person is.</p> |                                                                |
|                   | Online Bullying                        | <p>I can describe ways that people can be unkind with devices:<br/> -taking photographs and not sharing them</p>                                                                                                             |                                                                |
|                   | Relationship and Self Image            | <p>Handle resources appropriately and use technology safely around the classroom.</p>                                                                                                                                        |                                                                |
|                   | Well-Being and Lifestyle               | <p>I know adults at home set rules for me and my devices.</p> <p>I know I use devices at home differently to at school:<br/> -Watching TV vs Making a Film<br/> -Playing a game vs Painting a picture</p>                    |                                                                |
|                   | Digital Footprint and Reputation       | <p>Look at the school website and photographs from school blogs.</p>                                                                                                                                                         |                                                                |
|                   | Creative Credit, Copyright and Quality | Can you take a selfie?                                                                                                                                                                                                       | Put your name on your digital work - can you write it/type it? |

|                |                         |                                                                                                                                                                                                                                                                                                                           |                                                                                     |
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| Curious Coders | SEQUENCING SKILLS       | <p>Sequence forwards and turns with Beebot</p> <p><b>Predict</b> the outcome of a set of instructions and test the results.<br/>Use symbols to represent an instruction e.g. for forward and turn.</p> <p>Know how to clear the code</p> <p><b>Decompose</b> by breaking the code down into chunks (1 step at a time)</p> |  |
|                | EVENT HANDLING SKILLS   | Know that pressing go will make the robot move.                                                                                                                                                                                                                                                                           |                                                                                     |
|                | TINKERING OPPORTUNITIES | Control a Bee Bot on a floor grid                                                                                                                                                                                                                                                                                         |                                                                                     |

|                  |                                        | Nursery                                                                                                                                                  | Reception                                                                                                 |
|------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Content Creators | Typing & Mouse Skills                  | <p>Play on a touch screen game/board</p> <p>Use a keyboard/mouse/trackpad for fun, even in role play pretend computers.</p>                              | <p>Type own name</p> <p>Enter single letters on a keyboard</p> <p>Use a mouse/track pad on a computer</p> |
|                  | Saving and retrieving                  | <p>How to close a program/game</p> <p>How to open a game from icon/link</p>                                                                              | <p>Recognise save icon</p> <p>Use new page icon</p> <p>Make choices from a range of software/apps</p>     |
|                  | Research                               | <p>(through adult led activities)</p> <p>Look at age appropriate websites to support a topic</p> <p>Use an electronic book instead of a printed book</p> | <p>Use map software to look at satellite and street view images of a place as a class/group</p>           |
|                  | Video<br>Everyone Can Create:          | Record short film using tablet/camera                                                                                                                    | <p>Record and play a film (small world play films)</p> <p>Watch films back on tablet/digital camera</p>   |
|                  | Sound<br>Everyone Can Create:<br>Music | Record sounds with different resources (eg: talking tins, talking postcards, voice record software).                                                     | Record sounds/voices in story telling/ explanations                                                       |

|  |                                                                             |                                                                                                                                                                                          |                                                                                                                                                                          |
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|  |                                                                             | Use plastic 'echo' mics to hear voice differently.<br><br>Find ways to change your voice in the environment (shouting down a tunnel, talking in a tube, using tin-can string telephones) |                                                                                                                                                                          |
|  | <b>Data</b><br>Everyone Can Create:<br>Drawing                              | Use pictograms/ charts as part of lessons with the children                                                                                                                              |                                                                                                                                                                          |
|  | <b>Presenting</b><br>(Bringing sound, image, film together for an audience) | Display children's photographs.<br><br>Children talk about film/photo work                                                                                                               | Display children's photographs.<br><br>Children talk about film/photo work<br><br>Make a class/group multimodal text with photos and sound<br><br>Explore a talking book |
|  | <b>Evaluating</b>                                                           | Say what software to use for a task<br>Talk about own digital work (share photographs from a school trip or holiday to recall a past event)                                              |                                                                                                                                                                          |

# EYFS Outdoor Area Learning Policy

## 1. Policy Statement

At The Inspirational Learning Academies Trust, we recognise the vital role outdoor learning plays in children's development. Our outdoor provision is an extension of our indoor environment, offering children a rich, varied, and safe space to explore, learn, and grow in line with the EYFS statutory framework.

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## 2. Aims and Objectives

We aim to:

- Provide a safe and stimulating outdoor environment that supports all areas of learning and development.
  - Encourage children to develop confidence, independence, and risk assessment skills.
  - Promote physical activity and a healthy lifestyle.
  - Foster curiosity and a love for the natural world.
  - Enhance understanding of the world through exploration of nature and seasonal changes.
  - Develop mathematical and literacy skills in meaningful, hands-on contexts.
  - Engage in imaginative play using open-ended materials.
  - Demonstrate care and respect for living things and the environment.
- 

## 3. The Outdoor Environment

Our outdoor area is:

- Accessible in all weathers (with appropriate clothing).
  - Designed to include resources and areas that support the seven areas of learning.
  - Continuously developed based on children's interests, needs, and feedback.
  - Inclusive and adaptable for all children, including those with additional needs.
- Adaptations are made where necessary to ensure children with SEND can participate fully.
- 

## 4. Planning and Curriculum Links

- Outdoor learning opportunities are planned in conjunction with indoor activities to ensure continuity and progression.
- Activities are led by children's own learning on activities and link to the main intentions of a lesson.
- Practitioners observe and assess learning in the outdoor area to inform planning.

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## **5. Role of Practitioners**

Practitioners will:

- Facilitate learning by interacting, questioning, and extending children's play.
- Model safe and respectful behaviour in the outdoor environment.
- Carry out regular risk assessments and maintain high standards of health and safety.
- Encourage children to take age-appropriate risks under supervision.

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## **6. Health and Safety**

- The outdoor area is checked daily for hazards and maintained to a high standard.
- Children are supervised at all times.
- Weather conditions are monitored, and adjustments are made to ensure safety and comfort.
- Children are taught how to use equipment safely and respect boundaries.

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## **7. Inclusion and Equal Opportunities**

- All children have equal access to the outdoor learning environment regardless of gender, ability, or background.
- Resources are selected to reflect diversity and support inclusion.