

## EYFS Progression Document

			Autumn 1 FS1: Marvellous Me FS2: New Beginnings	Autumn 2 FS1: Colour and light FS2: Lighting up the Sky	Spring 1 FS1: People who help us FS2: Around the World	Spring 2 FS1: Bears FS2: Dinosaur Stomp	Summer 1 FS1: Once upon a time FS2: On the Farm	Summer 2 FS1: In the Garden FS2: Creepy Crawlies
C o m m u n i c a t i o n a n d L a n g u a g e	N u r s e r y	D e v e l o p m e n t M a t t e r s (3- 4 y e a r s )	<p><b><u>Listening, Attention and Understanding</u></b> Children will point out objects/pictures in a story.</p> <p><b><u>Speaking</u></b> Children will know and retell the story</p> <p>Children will know and use vocabulary linked to their theme 'Me!' including family, home, and friends.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will understand 'what' questions.</p> <p><b><u>Speaking</u></b> Children will know and retell the story</p> <p>Children will know and use vocabulary linked to their theme 'Let's Celebrate!' including celebrate, decoration, Diwali, Christmas.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will understand 'where' questions.</p> <p><b><u>Speaking</u></b> Children will know and retell the story 'We're Going on a Bear Hunt'.</p> <p>Children will know and use vocabulary linked to their theme.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will understand 'when' questions.</p> <p><b><u>Speaking</u></b> Children will know and retell the story</p> <p>Children will know and use vocabulary linked to their theme</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will understand 'who' questions.</p> <p><b><u>Speaking</u></b> Children will know and retell the story '</p> <p>Children will know and use vocabulary linked to their theme.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will understand and answer 'why' questions.</p> <p><b><u>Speaking</u></b> Children will know and retell the story '</p> <p>Children will know and use vocabulary linked to their theme.</p>

Re ce pt io n	De vel op me nt Ma tte rs (Re ce pti on )	<p><b><u>Listening, Attention and Understanding</u></b> Children will listen carefully to a story.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will join in with repeated refrains in a story.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will talk about key events in a story.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will identify the main characters in the story and talk about their feelings.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will link events in a story to their own experiences (farm visit).</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will 'hot seat' characters from a story and discuss how they are feeling at points within the story.</p>
		<p>Children will ask what questions.</p> <p><b><u>Speaking</u></b> Children will know and retell</p> <p>Children will know and use vocabulary linked to their theme 'Marvellous Me!' including special, unique, similar, and different.</p>	<p>Children will ask who questions.</p> <p><b><u>Speaking</u></b> Children will know and retell</p> <p>Children will know and use vocabulary linked to their theme 'Fantastic Festivals!' including tradition, Hanukkah, religion.</p>	<p>Children will ask when questions.</p> <p><b><u>Speaking</u></b> Children will know and retell stories</p> <p>Children will know and use vocabulary linked to their theme '</p> <p>Children will express ideas using past and present tense.</p>	<p>Children will ask where questions.</p> <p><b><u>Speaking</u></b> Children will know and retell</p> <p>Children will know and use vocabulary linked to their theme</p>	<p>Children will ask why questions.</p> <p><b><u>Speaking</u></b> Children will know and retell 'Jack and the Beanstalk'.</p> <p>Children will know and use vocabulary linked to their theme</p>	<p>Children will know and use vocabulary linked to their theme</p> <p>Children will express ideas using past and present tense.</p>
<p><b><u>Listening, Attention and Understanding:</u></b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b><u>Speaking:</u></b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>							

P e r s o n a l , S o c i a l a n d E m o t i o n a l	N u r s e r y	Dev elop men t Mat ters (3-4 year s)	<p><b><u>Self-Regulation</u></b> Children will separate from main carer to come into nursery.</p> <p><b><u>Managing Self</u></b> Children will know the class rules: SHINE - Looking eyes - Listening ears - Hands in lap - In a space</p> <p>Children will know to wash and dry their hands before eating and after using the toilet.</p> <p><b><u>Building Relationships</u></b> Children will begin to know how to play alongside each other.</p> <p><b><u>Jigsaw</u></b> <b>Being Me in my World</b> Children will explore: -Self identity -Understanding feelings -Being in a classroom -Being gentle -Rights and responsibilities</p>	<p><b><u>Self-Regulation</u></b> Children will know what adults can help them in nursery.</p> <p><b><u>Managing Self</u></b> Children will know how to look after resources using the rhyme 'Choose it, use it, put it away'.  Children will know to drink water to be healthy.</p> <p><b><u>Building Relationships</u></b> Children will know how to play alongside each other.</p> <p><b><u>Jigsaw</u></b> <b>Celebrating Differences</b> Children will explore: -Identifying differences -Being special Families -Where we live -Making friends -Standing up for yourself</p>	<p><b><u>Self-Regulation</u></b> Children will become confident with visitors in nursery.</p> <p><b><u>Managing Self</u></b> Children will know examples of healthy food.</p> <p><b><u>Building Relationships</u></b> Children will know how to play partner games.</p> <p><b><u>Jigsaw</u></b> <b>Dreams and Goals</b> Children will explore: -Challenges -Perseverance -Goal-setting -Overcoming obstacles -Seeking help Jobs -Achieving goals</p>	<p><b><u>Self-Regulation</u></b> Children will show confidence walking around the environment.</p> <p><b><u>Managing Self</u></b> Children will know to exercise to be healthy.</p> <p><b><u>Building Relationships</u></b> Children will share resources and play in a group.</p> <p><b><u>Jigsaw</u></b> <b>Healthy Me</b> Children will explore: -Exercising bodies -Physical activity Healthy -Food Sleep -Keeping clean Safety</p>	<p><b><u>Self-Regulation</u></b> Children will show confidence in visiting "Play Avenue" local trip.</p> <p><b><u>Managing Self</u></b> Children will know how to calm themselves by stopping and taking deep breaths.  Children will know to brush their teeth to be healthy.</p> <p><b><u>Building Relationships</u></b> Children will consider the feelings of others in stories.</p> <p><b><u>Jigsaw</u></b> <b>Relationships</b> Children will explore: -Family life -Friendships Breaking -Friendships Falling out -Dealing with bullying -Being a good friend</p>	<p><b><u>Self-Regulation</u></b> Children will show confidence in visiting the FS2 setting.</p> <p><b><u>Managing Self</u></b> Children will know how to independently use the toilet.</p> <p><b><u>Building Relationships</u></b> Children will know how to listen to a friend and begin to agree to a compromise.</p> <p><b><u>Jigsaw</u></b> <b>Changing Me</b> Children will explore: -Bodies -Respecting my body -Growing up -Growth and change - Fun and fears Celebrations</p>
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R e c e p t i o n	Dev elop men t M at ters (Rec epti on)	<p><b>Self-Regulation</b> Children will see themselves as unique by sharing their hobbies and interests.</p>	<p><b>Self-Regulation</b> Children will know how to be helpful by taking on jobs such as tidy up resources.</p>	<p><b>Self-Regulation</b> Children will know how to make the right choice and the consequences of not doing so.</p>	<p><b>Self-Regulation</b> Children will know the effects of their behaviour on others.</p>	<p><b>Self-Regulation</b> Children will know to use the calm corner when they are feeling upset/angry.</p>	<p><b>Self-Regulation</b> Children will know how to overcome challenges, using books such as 'The Most Magnificent Thing'.</p>
		<p><b>Managing Self</b> Children will know how regular exercise is important for their health.</p>	<p><b>Managing Self</b> Children will know the school rules.  Children will know how healthy eating is important for their health.</p>	<p><b>Managing Self</b> Children will know how regular teeth brushing is important for their health.</p>	<p><b>Managing Self</b> Children will know what a sensible amount of screen time is and why this is important for their health.</p>	<p><b>Managing Self</b> Children will know about the importance of a good sleep routine for their health.</p>	<p><b>Managing Self</b> Children will know how to be a safe pedestrian and why this is important. (Road Safety).</p>
		<p><b>Building Relationships</b> Children will know how to identify their feelings, using books such as 'The Colour Monster' to support understanding.</p>	<p><b>Building Relationships</b> Children will know how to listen to others with respect.</p>	<p><b>Building Relationships</b> Children will know how to treat others in our class using the statement 'Kind hands and kind words'.</p>	<p><b>Building Relationships</b> Children will be able to describe what makes a good friend including attributes such as listening and sharing.</p>	<p><b>Building Relationships</b> Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p>	<p><b>Building Relationships</b> Children will know how to resolve a problem by talking it through with a friend or adult.  Children will visit and talk about Year 1 to aid in transition.</p>
		<p><b>Jigsaw</b> <b>Being Me in my World</b> Children will explore: -Self identity -Understanding feelings -Being in a classroom -Being gentle -Rights and responsibilities</p>	<p><b>Jigsaw</b> <b>Celebrating Differences</b> Children will explore: -Identifying differences -Being special Families -Where we live -Making friends -Standing up for yourself</p>	<p><b>Jigsaw</b> <b>Dreams and Goals</b> Children will explore: -Challenges -Perseverance -Goal-setting -Overcoming obstacles -Seeking help Jobs -Achieving goals</p>	<p><b>Jigsaw</b> <b>Healthy Me</b> Children will explore: -Exercising bodies -Physical activity Healthy -Food Sleep -Keeping clean Safety</p>	<p><b>Jigsaw</b> <b>Relationships</b> Children will explore: -Family life -Friendships Breaking -Friendships Falling out -Dealing with bullying -Being a good friend</p>	<p><b>Jigsaw</b> <b>Changing Me</b> Children will explore: -Bodies -Respecting my body -Growing up -Growth and change - Fun and fears Celebrations</p>
<p><b>Self-Regulation:</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</p> <p><b>Managing Self:</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Building Relationships:</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>							

P h y s i c a l	N u r s e r y	D e v e l o p m e n t M a t t e r s ( 3 - 4 y e a r s )	<p><b>Gross Motor</b> Children will know how to ride a scooter.</p> <p><b>Fine Motor</b> Children will explore large mark making to develop cross the mid-line movements.</p>	<p><b>Gross Motor</b> Children will know how to ride a tricycle.</p> <p><b>Fine Motor</b> Children will know how to zip up their coat.</p>	<p><b>Gross Motor</b> Children will know how to throw a ball.</p> <p><b>Fine Motor</b> Children will know how to use pincers to pick up objects.</p>	<p><b>Gross Motor</b> Children will know how to climb using alternate feet.</p> <p><b>Fine Motor</b> Children will know how to use loop scissors to make snips in paper.</p>	<p><b>Gross Motor</b> Children will know how to skip, hop and stand on one leg.</p> <p><b>Fine Motor</b> Children will know how to use a comfortable grip when holding a pencil.</p>	<p><b>Gross Motor</b> Children will know how to work together to carry large items such as planks of wood.</p> <p><b>Fine Motor</b> Children will show preference for a dominant hand.</p>
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R e c e p t i o n	D e v e l o p m e n t M a t e r s ( R e c e p t i o n )	<p><b>Gross Motor Awareness</b> Children will be able to increase their speed of finding and collecting different objects.</p> <p>Children will be able to travel in different ways.</p> <p>Children will be able to find a space.</p>	<p><b>Gross Motor Awareness</b> Children will be able to increase and decrease their speed accordingly.</p> <p>Children will be able to hold a balance.</p> <p>Children will be able to work with a partner.</p>	<p><b>Gross Motor Gymnastics</b> Children will watch and repeat actions.</p> <p>Children will travel using different parts across equipment.</p> <p>Children will learn different rolls</p> <p>Children will know how to perform safely.</p>	<p><b>Gross Motor Agility, Balance and Coordination</b> Children will learn to jump off an object and land appropriately.</p> <p>Children will experiment with different ways of moving (under, over, around and through).</p> <p>Children will learn to Negotiate space successfully when playing racing and chasing games with other children.</p>	<p><b>Gross Motor Sending and Receiving</b> Children will develop ball control and accuracy when rolling a ball.</p> <p>Children will develop their throwing and catching skills.</p> <p>Children will develop their aiming and accuracy skills when throwing a ball.</p>	<p><b>Gross Motor Parachute</b> Children will develop their teamwork and communication skills.</p> <p>Children will learn to react to commands with increasing speed.</p> <p>Children will increase their spatial awareness in smaller spaces.</p>
		<p><b>Fine Motor</b> Children will know the correct pencil grip and posture for writing.</p> <p>Children will be able to draw straight lines, circles and shapes.</p> <p><b>Nelson Blue Reception</b> Children will know how to correctly form some of the letters.</p>	<p><b>Fine Motor</b> Children will know how to do up and undo buttons.</p> <p><b>Nelson Blue Reception</b> Children will know how to correctly form some of the letters</p>	<p><b>Fine Motor</b> Children will know how to use a knife and fork.</p> <p><b>Nelson Blue Reception</b> Children will know how to correctly form some of the letters</p>	<p><b>Fine Motor</b> Children will know how to use two-hole scissors to make snips in paper.</p> <p><b>Nelson Blue Reception</b> Children will know how to correctly form some of the letters</p>	<p><b>Fine Motor</b> Children will learn how to join materials.</p> <p><b>Nelson Blue Reception</b> Children will know how to correctly form most letters</p>	<p><b>Fine Motor</b> Children will know how to use two-hole scissors to cut along lines.</p> <p><b>Nelson Blue Reception</b> Children will know how to correctly form capital letters.</p>
<p><b>Gross Motor:</b> Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Fine Motor:</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>							

Lite rac y	N u r y	D e p e M a t e r s (3 -4 ye ar s)	<p><b><u>Comprehension</u></b> Children will know the logos for local supermarkets.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b><u>Word Reading Phonics</u></b> General Sound discrimination</p> <p><b><u>Writing</u></b> Children will know how to draw horizontal lines.</p>	<p><b><u>Comprehension</u></b> Children will know a range of signs including bus stop, parking, stop.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b><u>Word Reading Phonics</u></b> General Sound discrimination</p> <p><b><u>Writing</u></b> Children will know how to draw vertical lines.</p>	<p><b><u>Comprehension</u></b> Children will know print has different purposes by exploring menus, magazines, newspapers, labels.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b><u>Word Reading Phonics</u></b> Instrumental sound discrimination</p> <p><b><u>Writing</u></b> Children will know how to draw circles.</p>	<p><b><u>Comprehension</u></b> Children will know the names of different parts of a book including the cover, title, author.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b><u>Word Reading Phonics</u></b> Sound talking – oral segmenting and blending.</p> <p><b><u>Writing</u></b> Children will know how to draw diagonal lines.</p>	<p><b><u>Comprehension</u></b> Children will know how to turn the pages of a book carefully.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b><u>Word Reading Phonics</u></b> Sound talking – oral segmenting and blending.</p> <p>Letter of the week with concrete objects and pictures (a, i, m, s, t, n, o, p, b, c, g, h).</p> <p><b><u>Writing</u></b> Children will write the initial sound in their name.</p>	<p><b><u>Comprehension</u></b> Children will know how to read from left to right and top to bottom.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b><u>Word Reading Phonics</u></b> Sound talking – oral segmenting and blending.</p> <p>Letter of the week with concrete objects and pictures ( d, e, f, v, k, l, r, u, j, w, x, x, y).</p> <p><b><u>Writing</u></b> Children will write their name.</p>
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<p>R e c e p t i o n</p>	<p>D e v e l o p m e n t M a t e r s (R e c e p t i o n)</p>	<p><b><u>Comprehension</u></b> Children will read and re-read a selection of books, developing reading rainbow skills, fluency, understanding and enjoyment.</p> <p><b><u>Word Reading</u></b></p> <p><b><u>Sounds Write: Initial Code</u></b> <b>IC: Unit 1-4</b> a, i, m, s, t, n, o, p, b, c, g, h, d, e</p> <p>Children will hear and identify initial sounds in words.</p> <p>Children will know tricky red words l, the.</p> <p><b><u>Writing</u></b> Children will know how to write their name.</p>	<p><b><u>Comprehension</u></b> Children will read and re-read a selection of books, developing reading rainbow skills, fluency, understanding and enjoyment.</p> <p><b><u>Word Reading</u></b></p> <p><b><u>Sounds Write: Initial Code</u></b> <b>IC: Unit 4-7</b> f, v, k, l, r, u, j, w, x, x, y, ff, ll, ss, zz</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words to, into.</p> <p><b><u>Writing</u></b> Children will know how to write initial sounds and cvc words</p>	<p><b><u>Comprehension</u></b> Children will read and re-read a selection of books, developing reading rainbow skills, fluency, understanding and enjoyment.</p> <p><b><u>Word Reading</u></b></p> <p><b><u>Sounds Write: Initial Code</u></b> <b>IC: Unit 8-9</b> VCC, CVCC, CCVC</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words no, go, so.</p> <p><b><u>Writing</u></b> Children will know how to correctly form the letters</p> <p>Children will know how to write CVC/CVCC words.</p> <p>Children will know how to write a short phrase.</p>	<p><b><u>Comprehension</u></b> Children will read and re-read a selection of books, developing reading rainbow skills, fluency, understanding and enjoyment.</p> <p><b><u>Word Reading</u></b></p> <p><b><u>Sounds Write: Initial Code</u></b> <b>Unit 9-10</b> CCVC, CVCCC, CCCVC</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words he, she, me, we, be.</p> <p><b><u>Writing</u></b> Children will know how to correctly form the letters</p> <p>Children will know how to write a short sentence.</p>	<p><b><u>Comprehension</u></b> Children will read and re-read a selection of books, developing reading skills, fluency, understanding and enjoyment.</p> <p><b><u>Word Reading</u></b></p> <p><b><u>Sounds Write: Initial Code</u></b> <b>Unit 11 and Polysyllabic</b></p> <p>Children will read and correctly form the sounds</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words are, they, her.</p> <p><b><u>Writing</u></b> Children will know how to correctly form the letters</p> <p>Children will write extended sentences using full stops, capital letters and finger spaces.</p>	<p><b><u>Comprehension</u></b> Children will read and re-read a selection of books, developing reading rainbow skills, fluency, understanding and enjoyment.</p> <p><b><u>Word Reading</u></b></p> <p><b><u>Sounds Write: Initial Code</u></b> <b>Initial Code Revision</b></p> <p>Children will know tricky words my, by, of.</p> <p><b><u>Writing</u></b> Children will know how to correctly form capital letters.</p> <p>Children will know how to read what they have written to check it makes sense.</p>
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**Comprehension:** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

**Word Reading:** Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**Writing:** Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

M a t h s	N u m e r i c a l	D e v e l o p m e n t M a t h s (3-4 y e a r s )	<p><b>Number</b> Children will rote count to 5.</p>	<p><b>Number</b> Children will count to in correspondence to 5.</p>	<p><b>Number</b> Children will count in correspondence to 5, knowing that the total is 5.  Children will show 'finger numbers' up to 5.</p>	<p><b>Number</b> Children will rote count to 10.  Children will identify more/less.</p>	<p><b>Number</b> Children will count in correspondence to 10.  Children will subitise to 3.</p>	<p><b>Number</b> Children will count recognise numbers 1, 2 and 3.</p>
			<p><b>Numerical Patterns</b> Children will sort by colour, size and object.  Children will sequence events using language including first, then and after.  Children will identify patterns around them such as stripes on clothes.</p>	<p><b>Numerical Patterns</b> Children will compare big and small.  Children will identify a circle, square and triangle.  Children will use language including sides, corners, straight, flat and round.</p>	<p><b>Numerical Patterns</b> Children will use language including tall, long, short.  Children will identify a cube.</p>	<p><b>Numerical Patterns</b> Children will use positional language including on top, under, next to and behind.  Children will match objects that are the same.</p>	<p><b>Numerical Patterns</b> Children will use language including light, heavy, full and empty.  Children will make shape pictures.  Children will solve real world mathematical problems with numbers up to 5.</p>	<p><b>Numerical Patterns</b> Children will make an AB repeating pattern.  Children will notice and correct an error in a repeating pattern.  Children will discuss routes and locations using words such as 'in front of' and 'behind'.</p>

R e c e p t i o n	D e v e l o p m e n t M a t e r s ( R e c e p t i o n )	<p><b>Number</b> White Rose Getting to know you</p> <p>Just Like Me!</p> <p><b>Numerical Patterns</b> Children will match and sort.</p> <p>Children will compare amounts, size, mass and capacity.</p> <p>Children will make patterns.</p>	<p><b>Number</b> White Rose It's Me 123!</p> <p>Light and Dark</p> <p><b>Numerical Patterns</b> Children will identify and describe circles, triangles, squares and rectangles.</p> <p>Children will use positional language including under, over, around and through.</p> <p>Children will identify one more and one less within 5.</p>	<p><b>Number</b> White Rose Alive in 5!</p> <p>Growing 6, 7, 8</p> <p><b>Numerical Patterns</b> Children will compare mass and capacity.</p> <p>Children will make pairs.</p>	<p><b>Number</b> White Rose Building 9, 10</p> <p><b>Numerical Patterns</b> Children will combine 2 groups.</p> <p>Children will explore length, height and time.</p> <p>Children will compare numbers to 10.</p> <p>Children will identify a cube, sphere, cylinder and cone.</p> <p>Children will make ABB/AAB repeated patterns.</p>	<p><b>Number</b> White Rose On the move</p> <p>Superhero to 20 and beyond</p> <p><b>Numerical Patterns</b> Children will match patterns using tangrams and shapes.</p> <p>Children will add more and take away within 20.</p>	<p><b>Number</b> White Rose First, then, now</p> <p><b>Numerical Patterns</b> Children will equally share into two groups.</p> <p>Children will identify even and odd numbers up to 10.</p> <p>Children will verbally count beyond 20.</p>
		<p><b>Number:</b> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns:</b> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					

U n d e r s t a n d i n g t h e W o r l d	N u r s e r y - D e v e l o p m e n t M a t t e r s ( 3 - 4 y e a r s ) ?	His t o r y	<b><u>Past and Present</u></b> Children will know they were a baby and talk about how they have changed.	<b><u>Past and Present</u></b> Children will know about Poppy Day and Bonfire Night.	<b><u>Past and Present</u></b> Children find out about Chinese New Year.	<b><u>Past and Present</u></b> Children will find out about Spring and know before it was Winter and next it will be Summer, then Autumn.	<b><u>Past and Present</u></b> Children will find out about St. George's day and how we celebrate.	<b><u>Past and Present</u></b> Children will begin to understand that at the moment they attend Nursery but soon they will go to 'big school.'  Children will be able to talk about key events in their lives
		G e o g r a p h y	<b><u>People, Culture and Communities</u></b> Children will talk about differences and similarities between themselves and people in their local community.	<b><u>People, Culture and Communities</u></b> Children will know that a globe represents the world.	<b><u>People, Culture and Communities</u></b> Children will know the name of the town that our school is in.  Children will learn from visitors of various occupations inc. a plumber, farmer, vet.	<b><u>People, Culture and Communities</u></b> Children will know about hot and cold places in our world in relation to Bears.	<b><u>People, Culture and Communities</u></b> Children will find out about the England flag.	<b><u>People, Culture and Communities</u></b> Children will know where 'big school' is and other school's they may be going to.
		Sc i e n c e	<b><u>The Natural World</u></b> Children will know the names of body parts: heads, arms, hands, legs, feet, neck.	<b><u>The Natural World</u></b> Children will explore Light and Dark.  Children will explore colours.  Children will explore shadows through puppets.	<b><u>The Natural World</u></b> Children will make collections of natural materials to investigate and talk about.  Children will talk about what they see.	<b><u>The Natural World</u></b> Children will explore objects that float and sink.  Children will talk about forces they feel.  Children will explore similarities and differences of bears.	<b><u>The Natural World</u></b> Children will know that seeds can turn into plants. Children will begin to understand how it takes time to grow fruit and vegetables.  Children will plant and grow a fruit/vegetable/herb.	<b><u>The Natural World</u></b> Children will know that a butterfly comes from an egg.  Children will know how to respect and care for living things.  Children will be able to talk about minibeast habitats.  Children will name minibeasts.

		RE	<p><b><u>People, Culture and Communities</u></b> Children will know how and why we celebrate Harvest Festival.</p>	<p><b><u>People, Culture and Communities</u></b> Children will know that some people celebrate Diwali.</p> <p>Children will know that some people celebrate Christmas.</p>	<p><b><u>People, Culture and Communities</u></b> Children will be able to identify children who can help them.</p> <p>Children will identify different occupations.</p>	<p><b><u>People, Culture and Communities</u></b> Children will talk about how some people celebrate Easter.</p>	<p><b><u>People, Culture and Communities</u></b> Children will explore and talk about EID and what it is.</p>	<p><b><u>People, Culture and Communities</u></b> Children will begin to make sense of their own life-story and their family's.</p>
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U n d e r s t a n d i n g t h e W o r l d	R e c e p t i o n - D e v e l o p m e n t M a t t e r s ( R e c e p t i o n )	Hi s t o r y	<p><b><u>Past and Present</u></b> Children will know how they have changed from being a baby to now.</p> <p>Children will create a timeline showing the order of change.</p>	<p><b><u>Past and Present</u></b> Children will explore images, stories and artefacts from the past.</p> <p>Children will know that Remembrance Day is to remember soldiers who died in the war.</p>	<p><b><u>Past and Present</u></b> Children will explore Chinese New Year and the Zodiac Myth (animal race).</p>	<p><b><u>Past and Present</u></b> Children will explore life in the dinosaur times and talk about the similarities and differences/change over time.</p> <p>Children explore influential figures within Women's history (Dolly Parton)</p>	<p><b><u>Past and Present</u></b> Children will use photographs and objects to talk about the past in relation to farms.</p> <p>Children will explore St. George's day and talk about how we celebrate.</p>	<p><b><u>Past and Present</u></b> Children will explain how the Seasons change throughout the year.</p>
		Ge o g r a p h y	<p><b><u>People, Culture and Communities</u></b> Children will identify typical weather in Autumn.</p>	<p><b><u>People, Culture and Communities</u></b> Children will know how people in different countries celebrate Christmas.</p> <p>Children will explore maps of our local area (walk to the church)</p>	<p><b><u>People, Culture and Communities</u></b> Children will identify typical weather in Winter.</p> <p>Children will talk about different climates (hot and cold countries).</p> <p>Children will explore the globe with a focus on hot and cold countries.</p>	<p><b><u>People, Culture and Communities</u></b> Children will identify typical weather in Spring.</p> <p>Children will create their own maps of the local environment.</p>	<p><b><u>People, Culture and Communities</u></b> Children will know that we can only grow certain fruit/vegetables in England.</p> <p>Children will use maps within play.</p>	<p><b><u>People, Culture and Communities</u></b> Children will identify typical weather in Summer.</p> <p>Children will explore and talk about contrasting environments for minibeasts.</p>

	Sci enc e	<p><b><u>The Natural World</u></b> Children will know the names of body parts: shoulders, elbows, knees, ankles.</p> <p>Children will know the 5 senses.</p> <p>Children will know that this time of year is Autumn.</p>	<p><b><u>The Natural World</u></b> Children will investigate light, dark and shadows and talk about how they are made.</p> <p>Children will explore forces through magnets.</p>	<p><b><u>The Natural World</u></b> Children will explore ice and talk about how it melts.</p> <p>Children will talk about suitable clothing for hot and cold countries.</p>	<p><b><u>The Natural World</u></b> Children will explore floating and sinking and be able to talk about why some materials are more suitable than others.</p> <p>Children will be able to talk about how fossils are made.</p>	<p><b><u>The Natural World</u></b> Children will know what plants and crops need to grow.</p> <p>Children will know where food comes from.</p> <p>Children will be able to explain the Life Cycle of a Chick.</p> <p>Children will observe a bean growing over time.</p> <p>Children will be able to match farm animals to their young.</p>	<p><b><u>The Natural World</u></b> Children will be able to explain the lifecycle of a butterfly.</p> <p>Children will be able to name minibeasts.</p> <p>Children will be able to explain what an insect is and sort minibeasts.</p> <p>Children will be able to talk about similarities and differences in minibeast habitats.</p>
	RE	<p><b><u>People, Culture and Communities</u></b> Children will know what is special to them and their families.</p>	<p><b><u>People, Culture and Communities</u></b> Children will know the story of Diwali.</p> <p>Children will know the Christian Christmas story.</p> <p>Children will name and explain the purpose of a church.</p>	<p><b><u>People, Culture and Communities</u></b> Children will understand what Chinese New Year is and how/why it is celebrated.</p>	<p><b><u>People, Culture and Communities</u></b> Children will know the Easter story.</p> <p>Children explore the meaning of Palm Sunday.</p>	<p><b><u>People, Culture and Communities</u></b> Children will explore EID and talk about traditions.</p>	<p><b><u>People, Culture and Communities</u></b> Children recognise that there are different celebrations that are important to different religions (Easter, Christmas, Chinese New Year, Diwali, EID).</p>
<p><b><u>Past and Present:</u></b> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b><u>People, Culture and Communities:</u></b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p><b><u>The Natural World:</u></b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>							

E x p r e s s i v e A r t s a n d D e s i g n	N ur se ry - D ev el op m e nt M at te rs (3 -4 ye ar s)	M us ic	<p><b><u>Being Imaginative</u></b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- 5 Little Ducks</li> <li>- Humpty Dumpty</li> <li>- Twinkle Twinkle Little Star/ Twinkle Twinkle Chocolate Bar</li> </ul> <p>Children will listen to a visitor play an instrument.</p>	<p><b><u>Being Imaginative</u></b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- Hickory Dickory Dock</li> <li>- 5 Little Speckled Frogs</li> <li>- Baa Baa Black Sheep/Baa Baa Pink Sheep</li> </ul>	<p><b><u>Being Imaginative</u></b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- 5 Little Ducks</li> <li>- If You're Happy and You Know It</li> <li>- Incy Wincy Spider/Snow Alternative</li> </ul> <p>Children will draw to represent ideas like movement and loud noises.</p>	<p><b><u>Being Imaginative</u></b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- 5 Currant Buns</li> <li>- Three Blind Mice</li> <li>- Old Macdonald Had a Farm</li> </ul>	<p><b><u>Being Imaginative</u></b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- 5 Little Men in a Flying Saucer</li> <li>- Jack and Jill</li> <li>- Miss Polly Had a Dolly</li> </ul> <p>Children will play sound matching games.</p>	<p><b><u>Being Imaginative</u></b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- 5 Little Monkeys Jumping on the Bed</li> <li>- Polly Put the Kettle On</li> <li>- The Wheels on the Bus</li> </ul> <p>Children will play a range of instruments to express their feelings and ideas.</p>
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		Ar t a n d D es ig n	<p><b><u>Creating with Materials</u></b> <b>Drawing</b> Children will use large muscle movements do large scale drawings/paintings.</p> <p>Children will use pencils to free draw.</p> <p>Children will use pencils to draw closed shapes such as squares and rectangles.</p> <p>Children will talk about what they have made.</p>	<p><b><u>Creating with Materials</u></b> <b>Painting</b> Children will use large and small muscle movements to explore various painting techniques such as splatter painting, bubble painting, straw painting, printing etc.</p> <p>Children will choose different materials to express their ideas.</p> <p>Children will use various construction materials to express their ideas.</p> <p>Children will talk about what they have made.</p>	<p><b><u>Creating with Materials</u></b> <b>Sculpture</b> Children will choose different materials to express their ideas.</p> <p>Children will use various construction materials to express their ideas. Children will explore colour mixing.</p> <p>Children will talk about what they have made.</p>	<p><b><u>Creating with Materials</u></b> <b>Collage</b> Children will explore painting on a range of different surfaces such as tin foil, cling film, sugar paper etc.</p> <p>Children will talk about what they have made.</p>	<p><b><u>Creating with Materials</u></b> <b>Digital Media</b> Children will use digital media to capture their art.</p> <p>Children will use small muscle movements to do observational drawings.</p> <p>Children will talk about what they have made and show thumbs up/down (likes/dislikes).</p>	<p><b><u>Creating with Materials</u></b> <b>Printing</b> Children will use large and small muscle movements to explore various painting techniques such as splatter painting, bubble painting, straw painting, printing etc.</p> <p>Children will explore printing with a range of tools such as cotton buds, vegetables, toothbrushes etc.</p> <p>Children will talk about what they have made and show thumbs up/down (likes/dislikes).</p>
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R e c e p t i o n - D e v e l o p m e n t M a t e r i a l s (R e c e p t i o n)	Mu s i c	<b>Being Imaginative</b> Children will listen to a range of songs and say why they like them.	<b>Being Imaginative</b> Children will experiment with different forms of music and give a preference.	<b>Being Imaginative</b> Children will create new combinations of movement and gesture in response to music?	<b>Being Imaginative</b> Children will build a bank of familiar songs.	<b>Being Imaginative</b> Children will perform a solo or within a group , evaluating their peers' performances.	<b>Being Imaginative</b> Children will listen with concentration to a short piece of music and give preferences.
	Art and Des ign	<b>Creating with Materials</b> <b>Painting</b> Children will experiment with colour and will learn to hold a paintbrush correctly.  Children will experiment with different painting techniques (splat,blowing,rolling).	<b>Creating with Materials</b> <b>Printing</b> Children will use a variety of tools, materials and techniques to create prints.  Children will talk about what they have made, commenting on likes and dislikes.	<b>Creating with Materials</b> <b>Collage</b> Children will use a variety of tools, materials and techniques to experiment with design and texture.  Children will talk about what they have made and reflect on how they can make it better.	<b>Creating with Materials</b> <b>Sculpture</b> Children will use a variety of tools, materials and techniques to experiment with form and function, discussing my ideas.  Children will talk about what they have made and reflect on how they can make it better.	<b>Creating with Materials C</b> <b>Digital Media</b> Children will use simple digital tools to capture a farm scene.  Children will talk about what they have made and reflect on how they can make it better. Children will make alterations based on feedback.	<b>Creating with Materials</b> <b>Drawing</b> Children will show accuracy and care when drawing, holding a pencil correctly.  Children will talk about what they have made and reflect on how they can make it better. Children will make alterations based on feedback.
<p><b>Creating with Materials:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being Imaginative:</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>							