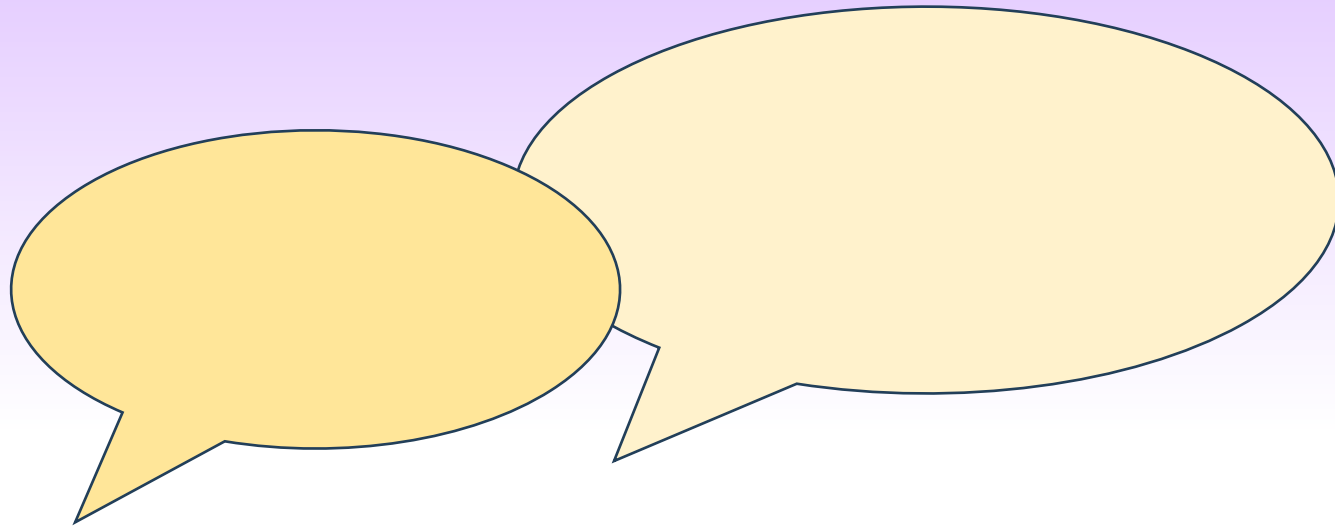


St. Martin's EYFS Curriculum



Communication and Language



Communication and Language- Tiny Steps

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Communication and Language	Tiny Steps	Development Matters	<p><u>Listening, Attention and Understanding</u> 2-3 Year Olds Children will begin to change attention to follow a prop or prompt.</p> <p>Children will listen to short stories in a small group.</p> <p><u>Speaking</u> 2-3 Year Olds Children will begin to join in with some songs and Nursery Rhymes.</p> <p>Children will begin to use some single words to express their wants, needs and feelings.</p> <p>Children will recognise familiar objects to develop their vocabulary.</p>		<p><u>Listening, Attention and Understanding</u> 2-3 Year Olds Children can recognise familiar environmental sounds and say what they can hear.</p> <p>Children can listen to some longer stories and join in with some key words and phrases in familiar stories.</p> <p><u>Speaking</u> 2-3 Year Olds Children will build on their repertoire of Nursery Rhymes and begin to sing them unprompted.</p> <p>Children will begin to put a few words together and speak in simple sentences to express their wants or needs.</p> <p>Children will use the speech sounds p, b, m, w</p>		<p><u>Listening, Attention and Understanding</u> 2-3 Year Olds Children will be able to shift to a different task if their attention is fully obtained.</p> <p>Children will be able to listen to one step instructions.</p> <p>Children will listen and join in with circle times, taking a more active role in participating.</p> <p><u>Speaking</u> 2-3 Year Olds Children will know and sing a wide range of Nursery Rhymes and songs.</p>	
			<p><u>Listening, Attention and Understanding</u> 3-4 Year Olds Children will point out objects/pictures in a story</p> <p><u>Speaking</u> 3-4 Year Olds Children will know and retell the story 'The Gingerbread Man' (Pathways)</p> <p>Children will know and use vocabulary linked to their theme.</p>	<p><u>Listening, Attention and Understanding</u> 3-4 Year Olds Children will understand 'what' questions.</p> <p><u>Speaking</u> 3-4 Year Olds Children will know and retell the story 'I'm Going To Eat This Ant' (Pathways)</p> <p>Children will know and use vocabulary linked to their theme.</p>	<p><u>Listening, Attention and Understanding</u> 3-4 Year Olds Children will understand 'where' questions.</p> <p><u>Speaking</u> 3-4 Year Olds Children will know and retell the story 'The Naughty Bus' (Pathways)</p> <p>Children will know and use vocabulary linked to their theme.</p>	<p><u>Listening, Attention and Understanding</u> 3-4 Year Olds Children will understand 'when' questions.</p> <p><u>Speaking</u> 3-4 Year Olds Children will know and retell the story 'The Journey Home' (Pathways)</p> <p>Children will know and use vocabulary linked to their theme.</p>	<p><u>Listening, Attention and Understanding</u> 3-4 Year Olds Children will understand 'who' questions.</p> <p><u>Speaking</u> 3-4 Year Olds Children will know and retell the story 'Silly Doggy!' (Pathways)</p> <p>Children will know and use vocabulary linked to their theme.</p>	<p><u>Listening, Attention and Understanding</u> 3-4 Year Olds Children will understand and answer 'why' questions.</p> <p><u>Speaking</u> 3-4 Year Olds Children will know and retell the story 'Supertato' (Pathways)</p> <p>Children will know and use vocabulary linked to their theme.</p>
			<p>Observational Checkpoint: Can children shift focus from one task to another if you fully obtain their attention? Can children use sentences of four to six words? Can children join sentences using 'because', 'or', 'and'. Can children use future and past tense? Can children answer a simple 'why' question?</p>					

Communication and Language- Reception

Reception	Development Matters (Reception)	<p>Listening, Attention and Understanding Children will listen carefully to a story.</p>	<p>Listening, Attention and Understanding Children will join in with repeated refrains in a story.</p>	<p>Listening, Attention and Understanding Children will talk about key events in a story.</p>	<p>Listening, Attention and Understanding Children will identify the main characters in the story and talk about their feelings.</p>	<p>Listening, Attention and Understanding Children will link events in a story to their own experiences.</p>	<p>Listening, Attention and Understanding Children will 'hot seat' characters from a story.</p>
		<p>Children will ask what questions.</p> <p>Speaking Children will know and retell 'Peace at Last'</p> <p>Focus: Listening carefully and why listening is important. Begin to use language to build relationships. Language & listening games. Phonological awareness.</p> <p>Exploring a Range of Texts through RWI Talk Through Stories</p>	<p>Children will ask who questions.</p> <p>Speaking Children will know and retell 'The Three Little Pigs' and other traditional tales.</p> <p>Focus: Begin to articulate ideas and thoughts using well-formed sentences. Begin to use language to resolve differences/conflict. Listening to extensive selection of quality texts.</p> <p>Exploring a Range of Texts through RWI Talk Through Stories</p>	<p>Children will ask when questions.</p> <p>Speaking Children will know and retell 'Let's all Creep through Crocodile Creek'.</p> <p>Focus: Describing events in more detail and engage in and comment on stories. Begin to use language to question and explain their learning.</p> <p>Exploring a Range of Texts through RWI Talk Through Stories</p>	<p>Children will ask where questions.</p> <p>Speaking Children will know and retell 'The Pirates are Coming'.</p> <p>Focus: Use talk to help work out problems and organise thinking and activities. Talk about stories to build familiarity and understanding. Speaking with increasing confidence.</p> <p>Exploring a Range of Texts through RWI Talk Through Stories</p>	<p>Children will ask why questions.</p> <p>Speaking Children will know and retell 'The Gigantosaurus'.</p> <p>Focus: Use talk to explain how things work and why they might happen. Explore non-fiction developing a deep familiarity with new knowledge and vocabulary.</p> <p>Exploring a Range of Texts through RWI Talk Through Stories</p>	<p>Children will ask why questions.</p> <p>Speaking Children will know and retell 'Romeosaurus and Juliet Rex'.</p> <p>Focus: Use new vocabulary in different contexts. Retell stories, using a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Exploring a Range of Texts through RWI Talk Through Stories</p>
		<p>Listening, Attention and Understanding: 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>Speaking: 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>					

Personal, Social and Emotional



Personal, Social and Emotional- Tiny Steps

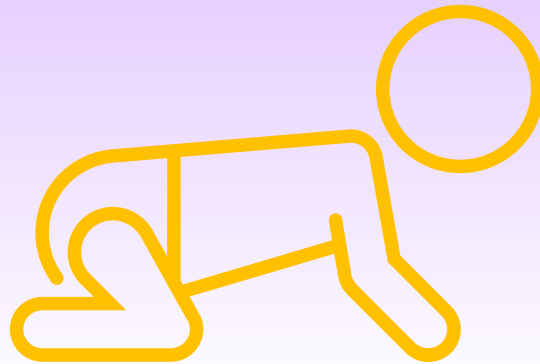
Personal, Social and Emotional	Tiny Steps	Development Matters	2-3 Year Olds	2-3 Year Olds	2-3 Year Olds	2-3 Year Olds	2-3 Year Olds	2-3 Year Olds
			<p>Children will manage transitions from parents/carers with support from keyworkers.</p> <p>Feel strong enough to express a range of emotions.</p>	<p>Plays with increasing confidence on their own and with other children because they know their keyworker is nearby.</p> <p>Enjoys exploring new places and activities with their keyworker.</p> <p>Expresses preferences and decisions. They also try new things as they start establishing their autonomy.</p>	<p>Growing in independence rejecting help (“me do it”), sometimes leading to feelings of frustration and tantrums.</p> <p>Thrive as they develop self-assurance.</p> <p>Establishes a sense of self.</p> <p>Become familiar with our nursery routines. Participating more in collective cooperation as their experience of routines and understanding of boundaries grow.</p> <p>Independently explore the nursery environment. Select and use activities and resources asking for help if needed. Enjoys playing alone and alongside others, and is also interested in being together and playing with other children</p>	<p>Begins to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>Responds to the feelings of others showing concerns and offering support.</p> <p>Being increasingly able to talk about and manage their emotions.</p> <p>Begin to talk about feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’</p>	<p>Develops friendships with other children who has similar interests and seeks them out to share their experiences.</p> <p>Gradually learning that actions have consequences but not always the consequences they hope for.</p> <p>Notices and asks questions about differences, such as skin colour, types of hair, gender, special needs and disabilities and so on.</p> <p>Safely explores emotions beyond their normal age range through play and stories.</p> <p>Increasingly able to talk about feeling in a more elaborate way: “I am sad because...” or “I love it when...”.</p> <p>Learns to use the toilet with help, and then independently Select and use activities and resources, with help when needed.</p>	<p>Develops a sense of responsibility and membership of community (Learn self-care routines such as hanging own coat and bag up, Pouring own drinks at snack).</p> <p>Increasingly follows rules, understanding why they are important developing social skills such as learning to play alongside others and learning each other’s names.</p> <p>Establish routines and boundaries with the nursery environment.</p> <p>Self-help skills: Putting on coat/ doing up zip Feeding self, using cutlery, Toileting /handwashing</p>

		<p>Self-Regulation 3-4 Year Olds Children will separate from main carer to come into nursery.</p> <p>Managing Self 3-4 Year Olds Children will know to wash and dry their hands before eating and after using the toilet.</p> <p>Building Relationships 3-4 Year Olds Children will know how to play alongside each other.</p>	<p>Self-Regulation 3-4 Year Olds Children will know what adults can help them in nursery.</p> <p>Managing Self 3-4 Year Olds Children will know how to look after resources using the rhyme 'Choose it, use it, put it away'.</p> <p>Children will know to drink water to be healthy.</p> <p>Building Relationships 3-4 Year Olds Children will know how to play partner games.</p>	<p>Self-Regulation 3-4 Year Olds Children will become confident with visitors in nursery.</p> <p>Managing Self 3-4 Year Olds Children will know examples of healthy food.</p> <p>Building Relationships 3-4 Year Olds Children will share resources and play in a group.</p>	<p>Self-Regulation 3-4 Year Olds Children will show confidence moving around the main school building.</p> <p>Managing Self 3-4 Year Olds Children will know to exercise to be healthy.</p> <p>Building Relationships 3-4 Year Olds Children will take turns whilst playing and waiting patiently to have a go.</p>	<p>Self-Regulation 3-4 Year Olds Children will show confidence walking around the local area.</p> <p>Managing Self 3-4 Year Olds Children will know how to calm themselves by stopping and taking deep breaths.</p> <p>Children will know to brush their teeth to be healthy.</p> <p>Building Relationships 3-4 Year Olds Children will consider the feelings of others through reading stories that explore emotions and behaviour.</p>	<p>Self-Regulation 3-4 Year Olds Children will confidently ask for help when they need it.</p> <p>Managing Self 3-4 Year Olds Children will know how to independently use the toilet.</p> <p>Food Technology (DT)</p> <p>Building Relationships 3-4 Year Olds Children will know how to listen to a friend and agree a compromise.</p>
<p>Observational Checkpoint: Can children share and take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can children settle at activities for a while? Can children play alongside others? Can children take part in pretend play, taking on a role such as Mummy or Daddy? Can children take part in pretend play with different roles such as the Gruffalo? Can children negotiate solutions to conflicts in their play?</p>							

Personal, Social and Emotional- Reception

Reception	Development Matters (Reception)	<p><u>Self-Regulation</u> Children will see themselves as unique by sharing their hobbies and interests.</p>	<p><u>Self-Regulation</u> Children will know how to be helpful by taking on jobs such as serving snack and washing up.</p>	<p><u>Self-Regulation</u> Children will know how to make the right choice and the consequences of not doing so.</p>	<p><u>Self-Regulation</u> Children will know the effects of their behaviour on others.</p>	<p><u>Self-Regulation</u> Children will know to use the calm corner when they are feeling upset/angry.</p>	<p><u>Self-Regulation</u> Children will know how to overcome challenges.</p>	
		<p><u>Managing Self</u> Children will know how regular exercise is important for their health.</p>	<p><u>Managing Self</u> Children will know the school rules Kind, Respectful, Responsible.</p>	<p><u>Managing Self</u> Children will know how regular teeth brushing is important for their health.</p>	<p><u>Managing Self</u> Children will know what a sensible amount of screen time is and why this is important for their health.</p>	<p><u>Managing Self</u> Children will know about the importance of a good sleep routine for their health.</p>	<p><u>Managing Self</u> Children will know how to be a safe pedestrian and why this is important.</p>	<p><u>Food Technology (DT)</u></p>
		<p><u>Building Relationships</u> Children will know how to identify their feelings, using books such as ‘The Colour Monster’ to support understanding.</p>						<p><u>Building Relationships</u> Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p>
		<p><u>Building Relationships</u> Children will know how healthy eating is important for their health.</p>						<p><u>Building Relationships</u> Children will be able to describe what makes a good friend including attributes such as listening and sharing.</p>
		<p><u>Building Relationships</u> Children will know how to treat others in our class using the statement ‘Kind hands and kind words’.</p>						<p><u>Building Relationships</u> Children will know how to resolve a problem by talking it through with a friend or adult.</p>
		<p><u>Building Relationships</u> Children will know how to listen to others with respect.</p>						
		<p><u>Self-Regulation:</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</p>						
		<p><u>Managing Self:</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>						
		<p><u>Building Relationships:</u> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.</p>						

Physical Development



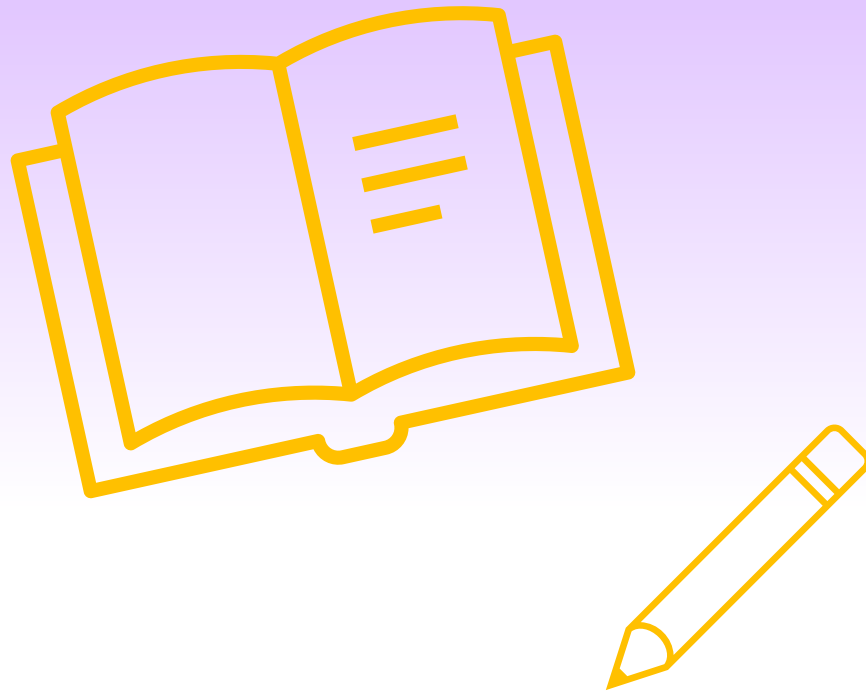
Physical Development- Tiny Steps

Physical	Tiny Steps	Development Matters (3-4 years)	<p>Gross Motor 2-3 Year Olds Children will be able to sit and walk independently.</p> <p>Children will begin to sit on a small bike and know how it moves.</p> <p>Fine Motor 2-3 Year Olds Children will begin to show an interest in exploring materials and tools.</p>		<p>Gross Motor 2-3 Year Olds Children are beginning to gain control over their bodies through both indoor and outdoor play.</p> <p>Fine Motor 2-3 Year Olds Children are developing fine manipulative skills through using different objects and tools.</p>		<p>Gross Motor 2-3 Year Olds Children will be independent with their own self-help skills, such as washing their own hands, using the toilet and attempting to fasten their own coat.</p> <p>Children are able to use large equipment, ride bikes and scooters with support.</p> <p>Fine Motor 2-3 Year Olds Children are able to hold tools and objects using a palmer grasp comfortably.</p>	
			<p>Gross Motor 3-4 Year Olds Children will know how to ride a scooter.</p> <p>Fine Motor 3-4 Year Olds Children will explore large mark making to develop cross the mid-line movements.</p>	<p>Gross Motor 3-4 Year Olds Children will know how to ride a tricycle.</p> <p>Fine Motor 3-4 Year Olds Children will know how to zip up their coat.</p>	<p>Gross Motor 3-4 Year Olds Children will know how to throw a ball.</p> <p>Fine Motor 3-4 Year Olds Children will know how to use hammers to hit a large headed nail.</p>	<p>Gross Motor 3-4 Year Olds Children will know how to climb using alternate feet.</p> <p>Fine Motor 3-4 Year Olds Children will know how to use loop scissors to make snips in paper.</p>	<p>Gross Motor 3-4 Year Olds Children will know how to skip, hop and stand on one leg.</p> <p>Fine Motor 3-4 Year Olds Children will know how to use a comfortable grip when holding a pencil.</p>	<p>Gross Motor 3-4 Year Olds Children will know how to work together to carry large items such as planks of wood.</p> <p>Fine Motor 3-4 Year Olds Children will show preference for a dominant hand.</p>
			<p>Observational Checkpoint: Can children make ‘cross the mid-line’ marks on vertical surfaces? Can children move in a range of ways including hopping, climbing and balancing? Can children work in groups/teams? Can children use one-handed tools such as scissors or a hammer? Do children have a comfortable grip when using pens/pencils? Are children independent in dressing themselves?</p>					

Physical Development- Reception

Physical Development	Reception	Development Matters (Reception)	<p>Gross Motor Children will know how to hop, skip and jump.</p> <p>Fine Motor Children will know the correct pencil grip and posture for writing.</p> <p>Children will know how to correctly form the letters m,a,s,d.</p>	<p>Gross Motor Children will know how to ride a balance bike.</p> <p>Fine Motor Children will know how to do up and undo buttons.</p> <p>Children will know how to correctly form the letters t, i, n, p, g, o.</p>	<p>Gross Motor Children will know how to pull themselves up rope and hang on monkey bars.</p> <p>Fine Motor Children will know how to use a knife and fork.</p> <p>Children will know how to correctly form the letters c, k, u, b, f, e.</p>	<p>Gross Motor Children will know how to kick and pass different sized balls.</p> <p>Fine Motor Children will know how to use two-hole scissors to make snips in paper.</p> <p>Children will know how to correctly form the letters l, h, r, j, v, y.</p>	<p>Gross Motor Children will know how to throw and catch different sized balls.</p> <p>Fine Motor Children will know how to thread and sew.</p> <p>Children will know how to correctly form the letters w, z, x, q.</p>	<p>Gross Motor Children will know how to bat and aim using different sized balls.</p> <p>Fine Motor Children will know how to use two-hole scissors to cut along lines.</p> <p>Children will know how to correctly form some capital letters.</p>
			<p>Gross Motor: 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>Fine Motor: 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>					

Literacy



	<p>Children will spot and suggest rhymes.</p> <p>Phase 1 phonics Aspects 1,2,3 (RWI Ready Document)</p> <p>Writing 3-4 Years</p> <p>Children will know how to draw horizontal lines.</p> <p>Pathways to Write: The Gingerbread Man -Children will use some of their print knowledge in their early writing.</p>	<p>Children will clap syllables in a word.</p> <p>Phase 1 phonics Aspects 1,2,3 (RWI Ready Document)</p> <p>Writing 3-4 Years</p> <p>Children will know how to draw vertical lines.</p> <p>Pathways to Write: I'm Going to Eat this Ant! -Children will use some of their print knowledge in their early writing.</p>	<p>Children will know familiar words with the same initial sound such as mum and milk.</p> <p>Phase 1 phonics Aspects 4 and 5 (RWI Ready Document)</p> <p>Writing 3-4 Years</p> <p>Children will know how to draw circles.</p> <p>Pathways to Write: The Naughty Bus -Children will use some of their print knowledge in their early writing. -Children will write some or all of their name</p>	<p>Children will know the RWI pictures for m, a, s, d, t, i, n, p, g, o, c, k.</p> <p>Phase 1 phonics Aspects 6 and 7 (RWI Ready Document)</p> <p>Writing 3-4 Years</p> <p>Children will know how to draw diagonal lines.</p> <p>Pathways to Write: The Journey Home -Children will use some of their print knowledge in their early writing. -Children will write some or all of their name</p>	<p>Children will know the RWI pictures for u, b, f, e, l, h, r, j, v, y, w, z.</p> <p>Children will start to recognise some single letter sounds- m,a,s,d,t,l,n</p> <p>Writing 3-4 Years</p> <p>Children will write the initial sound in their name.</p> <p>Pathways to Write: Silly Doggy! -Children will use some of their print knowledge in their early writing. -Children will write some letters accurately.</p>	<p>Children will start to recognise some single letter sounds- m,a,s,d,t,l,n, p, g, o, c, k, u, b</p> <p>Writing 3-4 Years</p> <p>Children will write their name.</p> <p>Pathways to Write: Supertato! Children will use some of their print knowledge in their early writing. -Children will write some letters accurately.</p>
<p>Observational Checkpoint: Can children identify a range of different signs? Do children know how to handle a book and turn the pages one at a time? Can children identify rhymes and clap syllables? Can children talk to an adult about a story that they have enjoyed? Can children write their name?</p>						

Literacy- Reception

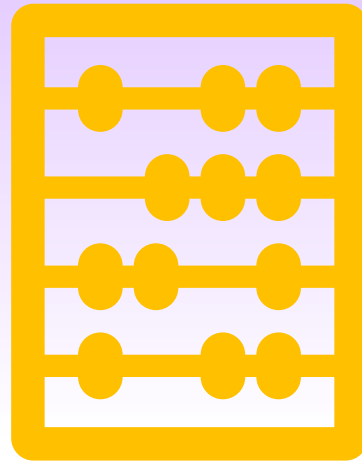
Literacy	Reception	Development Matters (Reception)	<p>Comprehension Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p>Word Reading Children will read and correctly form the sounds m, a, s, d, t, i, n, p, g.</p> <p>Children will hear and identify initial sounds in words.</p> <p>Writing Children will know how to correctly form the letters m,a,s,d.</p> <p>Children will know how to write their name.</p> <p>Pathways to Write: Peace at Last -Spell words by identifying the sounds and then writing the sounds with a letter. -Form some lower case letters correctly.</p>	<p>Comprehension Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p>Word Reading Children will read and correctly form the sounds o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x.</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words l, the.</p> <p>Writing Children will know how to correctly form the letters t, i, n, p, g, o.</p> <p>Children will know how to write initial sounds.</p> <p>Pathways to Write: The Three Little Pigs -Spell words by identifying the sounds and then writing the sounds with a letter. -Form some lower case letters correctly.</p>	<p>Comprehension Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p>Word Reading Children will read and correctly form the sounds ll, ff, ss, ck</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words no, of, my</p> <p>Writing Children will know how to correctly form the letters c, k, u, b, f, e.</p> <p>Children will know how to write CVC/CVCC words.</p> <p>Pathways to Write: Let's All Creep Through Crocodile Creek -Form lower case letters correctly. -Write short sentences with words with known sound-letter correspondences. --Spell words by identifying the sounds and then writing the sounds with a letter. -Re-read what they have written to check it makes sense.</p>	<p>Comprehension Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p>Word Reading Children will read and correctly form the sounds qu, ch, th, sh, ng, nk.</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words to, said, he</p> <p>Writing Children will know how to correctly form the letters l, h, r, j, v, y.</p> <p>Children will know how to write a short phrase.</p> <p>Pathways to Write: The Pirates are Coming -Form lower case letters correctly. -Write short sentences with words with known sound-letter correspondences. --Spell words by identifying the sounds and then writing the sounds with a letter. -Re-read what they have written to check it makes sense.</p>	<p>Comprehension Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p>Word Reading Children will read and correctly form the sounds ay, ee, igh, ow, oo (short), oo (long).</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words you, are, your</p> <p>Writing Children will know how to correctly form the letters w, z, x, q.</p> <p>Children will know how to write a short sentence.</p> <p>Pathways to Write: The Gigantosaurus -Form lower case letters correctly. -Write short sentences with words with known sound-letter correspondences. -Re-read what they have written to check it makes sense.</p>	<p>Comprehension Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p>Word Reading Children will read and correctly form the sounds ar, or, air, ir, ou, oy.</p> <p>Children will know tricky red words me, he, her</p> <p>Writing 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> <p>Pathways to Write: Romeosaurus and Juliet Rex -Form lower case and capital letters correctly. ---Spell words by identifying the sounds and then writing the sounds with a letter. -write short sentences with words with known sound-letter correspondences using a capital letter and full-stop. -Re-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.

Mathematics



Mathematics- Tiny Steps

Maths	Tiny Steps	Development Matters	<p><u>2-3 Year Olds</u></p> <p>Children will combine object such as stacking blocks and cups.</p> <p>Children will put objects inside each other and take them out again.</p> <p>Children will begin to take part in finger rhymes with numbers.</p> <p>Children will explore using shape sorters and puzzles.</p>		<p><u>2-3 Year Olds</u></p> <p>Children will begin to compare sizes, bigger, smaller, little.</p> <p>Children will bgin to use number language in their play, beginning to sequence numbers orally 0-5.</p> <p>Children will demonstrate matching and sorting skills within their play.</p> <p>Children will notice and comment on patterns including spots and stripes etc.</p>		<p><u>2-3 Year Olds</u></p> <p>Children begin to use the language of weight in everyday contexts and through stories and rhymes.</p> <p>Children explore space within the indoors and outdoor environment using their bodies to climb and travel through, over and under equipment to gain special awareness.</p> <p>Children will use objects and actions in everyday contexts and counting up to 3 fingers.</p> <p>Children will begin to notice numerals in the environment and make comments on what they see on doors, buses, clocks etc.</p>	
			<p><u>Number</u> <u>3-4 Year Olds</u></p> <p>Children will rote count to 5.</p> <p><u>Numerical Patterns</u> <u>3-4 Year Olds</u></p> <p>Children will sort by colour, size and object.</p> <p>Children will sequence events using language including first, then and after.</p> <p>Children will identify patterns around them such as stripes on clothes.</p>	<p><u>Number</u> <u>3-4 Year Olds</u></p> <p>Children will count to in correspondence to 5.</p> <p><u>Numerical Patterns</u> <u>3-4 Year Olds</u></p> <p>Children will compare big and small.</p> <p>Children will identify a circle, square and triangle.</p> <p>Children will use language including sides, corners, straight, flat and round.</p>	<p><u>Number</u> <u>3-4 Year Olds</u></p> <p>Children will count in correspondence to 5, knowing that the total is 5.</p> <p>Children will show 'finger numbers' up to 5.</p> <p><u>Numerical Patterns</u> <u>3-4 Year Olds</u></p> <p>Children will use language including tall, long, short.</p> <p>Children will identify a cube.</p>	<p><u>Number</u> <u>3-4 Year Olds</u></p> <p>Children will rote count to 10.</p> <p>Children will identify more/less.</p> <p><u>Numerical Patterns</u> <u>3-4 Year Olds</u></p> <p>Children will use positional language including on top, under, next to and behind.</p> <p>Children will match objects that are the same.</p>	<p><u>Number</u> <u>3-4 Year Olds</u></p> <p>Children will count in correspondence to 10.</p> <p>Children will subitise to 3.</p> <p><u>Numerical Patterns</u> <u>3-4 Year Olds</u></p> <p>Children will use language including light, heavy, full and empty.</p> <p>Children will make shape pictures using a tangram.</p> <p>Children will solve real world mathematical problems with numbers up to 5.</p>	<p><u>Number</u> <u>3-4 Year Olds</u></p> <p>Children will count recognise numbers 1, 2 and 3.</p> <p><u>Numerical Patterns</u> <u>3-4 Year Olds</u></p> <p>Children will make an AB repeating pattern.</p> <p>Children will notice and correct an error in a repeating pattern.</p> <p>Children will discuss routes and locations using words such as 'in front of' and 'behind'.</p>
			<p>Observational Checkpoint: Can children subitise to 3? Can children count in correspondence to 5? Can children rote count beyond 5? Can children compare quantities, size, length, weight and capacity? Can children talk about 2D and 3D shapes? Can children use positional language? Can children select shapes appropriately? Can children create a repeating pattern?</p>					

Mathematics- Reception

Maths	Reception	Development Matters (Reception)	<p>Number Children will identify when a set can be subitised and when counting is needed.</p> <p>Children will subitise different arrangements, both unstructured and structured, including using the Hungarian number frame.</p> <p>Children will make different arrangements of numbers within 5 and talk about what they can see.</p> <p>Children will spot smaller numbers 'hiding' inside larger numbers.</p> <p>Children will connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers.</p> <p>Children will hear and join in with the counting sequence, and connect this to the staircase pattern of the counting numbers.</p> <p>Children will know that the last number in the count tells us 'how many' (cardinality).</p> <p>Children will know that to count accurately, each thing must be counted once and once only and in any order.</p> <p>Children will understand the need for 1:1 correspondence.</p> <p>Children will understand that anything can be counted, including actions and sounds.</p> <p>Children will compare sets of objects by matching.</p> <p>Children will begin to develop the language of 'whole' when talking about objects which have parts.</p> <p>Numerical Patterns Children will match and sort.</p> <p>Children will compare amounts, size, mass and capacity.</p> <p>Children will make AB patterns.</p> <p>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>Number Children will continue to develop their subitising skills for numbers within and beyond 5.</p> <p>Children will begin to connect quantities to numerals.</p> <p>Children will begin to identify missing parts for numbers within 5.</p> <p>Children will explore the structure of the numbers 6 and 7 and '5 and a bit' and connect finger patterns and the Hungarian number frame.</p> <p>Children will focus on equal and unequal groups when comparing numbers.</p> <p>Children will understand that two equal groups can be called a 'double' and connect this to finger patterns.</p> <p>Children will sort odd and even numbers according to their 'shape'.</p> <p>Children will continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern.</p> <p>Children will join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.</p> <p>Numerical Patterns Children will compare mass and capacity.</p> <p>Children will explore length, height and time.</p> <p>Children will identify a cube, sphere, cylinder and cone.</p> <p>Children will make ABB/AAB repeated patterns.</p>	<p>Number Children will count larger sets of objects as well as counting actions and sounds.</p> <p>Children will explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10 frame.</p> <p>Children will compare quantities and numbers including sets of objects which have different attributes.</p> <p>Children will develop a sense of 'magnitude' (e.g. knowing 8 is quite a lot more than 2, but 4 is only a little bit more.)</p> <p>Children will begin to generalise about 'one more than' and 'one less than' numbers within 10.</p> <p>Children will continue to identify when sets can be subitised and when counting is necessary.</p> <p>Children will develop conceptual subitising skills.</p> <p>Numerical Patterns Children will build and identify numbers to 20.</p> <p>Children will match patterns using tangrams and shapes.</p> <p>Children will equally share into two groups.</p>

Number: 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.

Numerical Patterns: 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.

Understanding the World



Our EYFS Understanding the World Curriculum has been designed to reflect our school's spiral curriculum in the National Curriculum Foundation subjects from Y1-6. Understanding the World objectives build the starting blocks for the History, Geography, Science, RE and Computing Curriculum. Broad topics (such as 'All About Me') may cover elements from more than one subject area, and some elements are ongoing (Seasons and Weather). Where it is suitable this will tie in with what the rest of the school are learning in these subject areas at this time of year. Some 'topics' will reoccur across the year, and a number of topics appear in both our tiny steps and reception curriculum in order to give children the opportunity to build on prior knowledge.

In our Tiny Steps class we have knowledge statements for each of these specific topic areas for our 3-4 year olds. It is expected that our 2-3 year olds will access many of the same opportunities as their older peers but staff will adapt learning opportunities in order for younger children to build the necessary skills to progress, therefore their curriculum statements are broader and will depend on the age and development of individual children.

Understanding the World- Tiny Steps

Understanding the World	Tiny Steps - Development Matters	History	<p>Past and Present 2-3 Year Olds</p> <p>Children will learn the basic routines of the day using a visual timetable.</p>		<p>Past and Present 2-3 Year Olds</p> <p>Children will begin to understand the sequence of dressing for outside (putting on outdoor suit, then wellies etc)</p>		<p>Past and Present 2-3 Year Olds</p> <p>Children understand the routine of the day with fewer prompts.</p>	
			<p>Past and Present 3-4 Year Olds</p> <p>All about Me Children will know they were a baby.</p>	<p>Past and Present 3-4 Year Olds</p> <p>Celebrations Children will know about Poppy Day and Bonfire Night.</p>	<p>Past and Present 3-4 Year Olds</p> <p>Celebrations Children find out about Chinese New Year. The Year of the Tiger.</p>	<p>Past and Present 3-4 Year Olds</p> <p>Seasons/ Weather (Ongoing) Children will find out about Spring and know before it was Winter and next it will be Summer, then Autumn.</p>	<p>Past and Present 3-4 Year Olds</p> <p>Kings and Queens Children will know that Kings and Queens are in charge of countries/ places and read about them in stories.</p>	<p>Past and Present 3-4 Year Olds</p> <p>Growing Up Children will begin to understand that at the moment they attend Nursery but soon they will go to 'big school.'</p>
		<p>People, Culture and Communities 2-3 Year Olds</p> <p>Children recognise their family and key person.</p> <p>Children can name their family using a photograph.</p> <p>Children understand that Christmas is a special celebration.</p> <p>Children settle into their new environment and understand where things are located in the classroom.</p>		<p>People, Culture and Communities 2-3 Year Olds</p> <p>Children begin to imitate their own family and cultures through pretend play.</p> <p>Children understand that Easter is a special celebration.</p> <p>Children begin to understand that there are different environments, for example understanding that penguins live where it is cold.</p>		<p>People, Culture and Communities 2-3 Year Olds</p> <p>Children begin to have their own friends.</p> <p>Children recognise familiar places and logos through looking at photos.</p> <p>Children talk about where they might go on a sunny day, for example, the beach.</p>		
		<p>People, Culture and Communities 3-4 Year Olds</p> <p>All about Me Children will talk about differences and similarities between themselves and people in their local community.</p>	<p>People, Culture and Communities 3-4 Year Olds</p> <p>Our World Children will know that a globe represents the world and that there are lots of different countries in the world.</p> <p>Children will know that the blue on a globe represents the sea and that green represents land masses.</p>	<p>People, Culture and Communities 3-4 Year Olds</p> <p>Where We Live Children will know the name of the town that our school is in.</p> <p>Children will find out about the England flag.</p>	<p>People, Culture and Communities 3-4 Year Olds</p> <p>Hot and Cold Children will know about hot and cold places in our world.</p>	<p>People, Culture and Communities 3-4 Year Olds</p> <p>Kings and Queens Children will know that there are many different countries in the world and some have Kings and Queens.</p>	<p>People, Culture and Communities 3-4 Year Olds</p> <p>Growing Up Children will know where 'big school' is and other schools they may be going to are.</p>	

		<p><u>The Natural World</u> <u>2-3 Year Olds</u> Children will play and explore in their natural environment displaying high levels of engagement.</p> <p>Children begin to explore seasonal changes, e.g. leaves falling off the trees.</p> <p>Children begin to explore their senses.</p>		<p><u>The Natural World</u> <u>2-3 Year Olds</u> Children will continue to learn new vocabulary linking to seasonal change and notice the changes in the seasons.</p> <p>Children will observe changes in state through ice/ water and use their senses to explore.</p> <p>Children will explore the natural world.</p> <p>Children will observe and notice flowers and plants using their senses.</p>		<p><u>The Natural World</u> <u>2-3 Year Olds</u> Children will use the descriptive terms ‘hot’ and ‘cold’.</p> <p>Children will use their senses to explore sand/ pebbles/ water/ bubbles.</p>	
	Science	<p><u>The Natural World</u> <u>3-4 Year Olds</u> <u>All about Me</u> Children will know the names of body parts: heads, arms, hands, legs, feet, neck.</p>	<p><u>The Natural World</u> <u>3-4 Year Olds</u> <u>Materials</u> Children will make collections of natural materials to investigate and talk about.</p>	<p><u>The Natural World</u> <u>3-4 Year Olds</u> <u>Physical Processes</u> Children will know how materials change when melting.</p>	<p><u>The Natural World</u> <u>3-4 Year Olds</u> <u>Physical Processes</u> -Children will investigate light, dark and shadows. -Children will explore and talk about forces including magnets, floating/sinking and stretching.</p>	<p><u>The Natural World</u> <u>3-4 Year Olds</u> <u>Life Cycles and Processes</u> Children will know that a butterfly comes from an egg.</p> <p>Children will know how to respect and care for living things.</p>	<p><u>The Natural World</u> <u>3-4 Year Olds</u> <u>Life Cycles and Processes</u> Children will be able to talk about the life cycle of butterflies.</p>
		<p><u>People, Culture and Communities</u> <u>3-4 Year Olds</u> <u>N.1 Gods wonderful world</u> Learn about plants and fruits in God’s world. Learn about animals in God’s world. Know that God made us. Understand that God loves each one of us always.</p>	<p><u>People, Culture and Communities</u> <u>3-4 Year Olds</u> <u>N.2 My family</u> Know God gives us a family to look after us. Know that the angel Gabriel came to visit Mary. Know that Jesus came to earth as a little baby. Know that Christmas is the birthday of Jesus.</p>	<p><u>People, Culture and Communities</u> <u>3-4 Year Olds</u> <u>N.3 The Holy Family</u> Know that Mary and Joseph took Jesus to the Temple. Know about the loss and finding of Jesus. Know that Jesus loves little children. Know about the parable of the Good Samaritan.</p>	<p><u>People, Culture and Communities</u> <u>3-4 Year Olds</u> <u>N.4 Good Friends</u> Know that Jesus chose friends to help him. Know how Jesus helped people and gives us people to help us. Know that Jesus teaches us forgiveness and love. Know that Jesus died on Good Friday but that was not the end.</p>	<p><u>People, Culture and Communities</u> <u>3-4 Year Olds</u> <u>N.5 New Life</u> Begin to understand that we celebrate Easter because Jesus rose from the dead. Begin to understand that Jesus gives a special gift of joy and peace. Begin to understand that Jesus is alive and will always be with us. Know that Mary is the Mother of Jesus and our Mother.</p>	<p><u>People, Culture and Communities</u> <u>3-4 Year Olds</u> <u>N.6 Our Church family</u> Know we all belong to God’s family. Know that we belong to our church family. Know that we have a parish church. Know why Sunday is a special day for the Church.</p>

	Computing	Information Technology Exploring common technology through play.		Digital Literacy Playing Games on IWB		Computer Science Instruction giving and following	
<p>Observational Checkpoint: Can children use their senses to explore? Can children make sense of their own life-story and family history? Can children understand the key features of the life cycle of a plant and an animal? Do children show an interest in different occupations? Can children talk about differences between materials and changes they notice? Can children talk about different countries in the world?</p>							

Understanding the World- Reception

Understanding the World	Reception - Development Matters (Reception)	History	<p>Past and Present</p> <p>All About Me -Children will be able to talk about how they used to be in Nursery. -Children will know the different members of their family and who is older and younger. -Children will know that families can differ and recognise the different models of family.</p> <p>Children will learn about Ruby Bridges as part of Black History month and understand that this happened in the past.</p>	<p>Past and Present</p> <p>Celebrations Children will learn about other celebrations and that these happen every year.</p> <p>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>Past and Present</p> <p>Celebrations Children will learn about Chinese New Year and that this happens every year.</p> <p>People Who Help Us Children will know 5 different people (roles) in the community.</p> <ul style="list-style-type: none"> • Doctor • Fireman • Policeman • Shop keeper • One other <p>Children will know who people are from images in the past.</p>	<p>Past and Present</p> <p>Transport and Travel Children will look at images of transport from the past and identify similarities and differences.</p>	<p>Past and Present</p> <p>Dinosaurs Children will know that dinosaurs were alive in the past.</p> <p>Children will know that the past is anything before the current day.</p> <p>Children will know that the present is now.</p>	<p>Past and Present</p> <p>Children will know how they have changed from being a baby to being 4/5.</p> <p>Kings and Queens Children will know that our King is King Charles III and be able to identify some members of the royal family.</p> <p>Children will know 3 different characters from stories based in the past.</p> <p>Children will know that stories can be about things that have already happened.</p>
		Geography	<p>People, Culture and Communities</p> <p>All About Me Children will know who the members of their immediate family are.</p> <p>My Home -Children will know that they live in Runcorn. -Children will talk about their own homes and know that homes can look different.</p> <p>Seasons/ Weather (Ongoing) Children will be able to identify and talk about different types of weather.</p>	<p>People, Culture and Communities</p> <p>Celebrations -Children will know how people in different countries celebrate Christmas. -Children will know that people have different beliefs and celebrate special times in different ways. -Children will know the story of Diwali.</p>	<p>People, Culture and Communities</p> <p>Where We Live -Children will know school and other places familiar to them, eg, doctors, local supermarket etc. -Children will explore aerial maps of our school and identify key features.</p> <p>Seasons/ Weather (Ongoing) Children will identify typical weather in Winter.</p>	<p>People, Culture and Communities</p> <p>Transport and Travel Children will be able to talk about a simple map and draw their own pirate maps.</p> <p>Seasons/ Weather (Ongoing) Children will identify typical weather in Spring.</p>	<p>People, Culture and Communities</p> <p>Seasons/ Weather (Ongoing) Children will identify typical weather in Summer.</p>	<p>People, Culture and Communities</p> <p>Looking after our World Children will be able to talk about how to care for the environment, and how to recycle.</p>

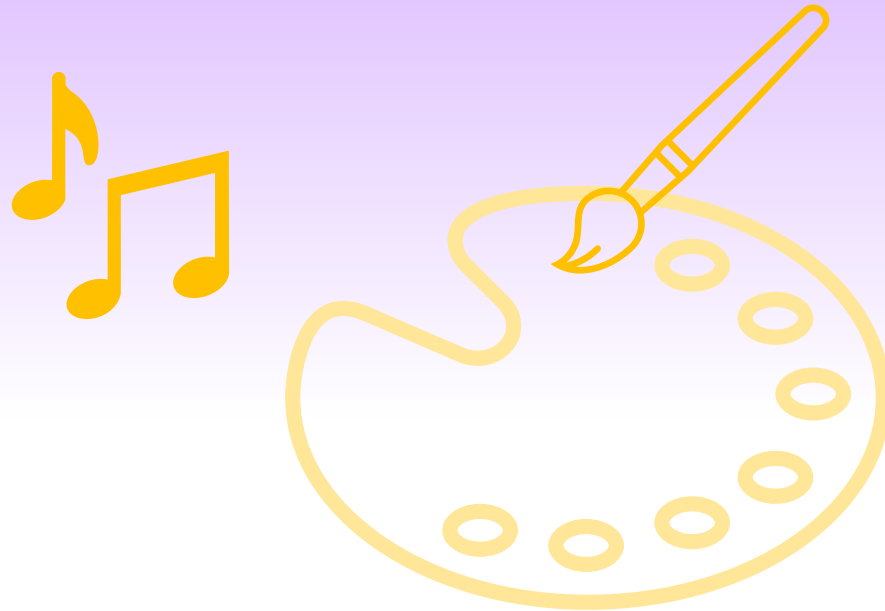
		<p>The Natural World</p> <p>All About Me Children will know the names of body parts: shoulders, elbows, knees, ankles.</p> <p>Children will know the 5 senses.</p> <p>Children will know that this time of year is Autumn.</p>	<p>The Natural World</p> <p>Materials -Children will identify plastic and metal. -Children will know what material a magnet picks up. -Children will explore the strength of materials to make a house for the 3 Little Pigs.</p>	<p>The Natural World</p> <p>Children will know that this time of year is Winter.</p> <p>Physical Processes Children will explore physical changes and know that ice melts to become water.</p>	<p>The Natural World</p> <p>Children will know that this time of year is Spring.</p> <p>Physical Processes Children will explore floating and sinking.</p>	<p>The Natural World</p> <p>Life Cycles and Processes -Children will be able to talk about different life cycles. -Children will know the life cycle of a Frog. -Children will know the life cycle of a sunflower. -Children will know how to care for a plant.</p>	<p>The Natural World</p> <p>Children will know that this time of year is Summer.</p> <p>Children will know the names of the 4 seasons and weather associated with them.</p> <p>Children will observe how a tree has changed over the 4 seasons.</p>
	<p>Science</p>	<p>People, Culture and Communities</p> <p>FS1 God's World</p> <p>Know that God loves and cares for each one of us. Reflect on this.</p> <p>Hear about the things God created for us. Respond to the things God created for us.</p> <p>Know that God has asked us to care for the world. Think of ways in which we can help to do this.</p> <p>Know that God made each one of us different and special. Reflect on this</p>	<p>People, Culture and Communities</p> <p>FS2 God's Family</p> <p>Know that we are part of God's family.</p> <p>Know that God made us to know and love him.</p> <p>Know that God has given us gifts.</p> <p>Know that God's greatest gift was to send us his only son Jesus.</p>	<p>People, Culture and Communities</p> <p>FS3 Getting to know Jesus</p> <p>Know that Jesus has a great love for each one of us.</p> <p>Know that Jesus cured people who were ill.</p> <p>Know that Jesus showed that he was the Son of God at the Wedding at Cana.</p>	<p>People, Culture and Communities</p> <p>FS4 Sorrow & Joy</p> <p>Understand that we are capable of hurting others.</p> <p>Know that we can say sorry when we hurt someone.</p> <p>Know that we need to ask Jesus to help us to be kind to others. Think about how we can do this.</p> <p>Know that Jesus forgave those who hurt him and know that we can forgive other people when they hurt us.</p>	<p>People, Culture and Communities</p> <p>FS5 New Life</p> <p>Know that Jesus rose from the dead.</p> <p>Know that the disciples discovered the empty tomb and know that Jesus appeared to the disciples.</p> <p>Understand the special gift of joy and peace that Jesus gave to the disciples.</p> <p>Know the story of Jesus going back to his Father in heaven.</p>	<p>People, Culture and Communities</p> <p>FS6 The Church</p> <p>Know that we call the Church the family of God.</p> <p>Know that a church building is a holy place where we can all pray and are welcome.</p> <p>Know that Jesus is present in a special way in the tabernacle and he invites us to visit him. Think about how we can respond to this invitation.</p> <p>Know that lots of people help to look after the church for us. Be thankful for this.</p> <p>Know why Sunday is a special day for us.</p>
	<p>RE</p>						
	<p>Computing</p>	<p><u>What is Technology</u></p>		<p>iPads</p>		<p>Beebots</p>	

Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction 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.

The Natural World: 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.

Expressive Arts and Design



Our EYFS Expressive Arts and Design Curriculum has been designed to reflect our school's spiral curriculum in the National Curriculum Foundation subjects from Y1-6. Expressive Arts and Design objectives build the starting blocks for the music, art and design and DT curriculum. Each half term our Tiny Steps and Reception class will explore elements of Art and Design, Music and DT which tie in with what the rest of the school are learning at this time of year (for example, Line and Shape in Autumn, form and space in Spring and Colour and Pattern in summer), in addition to this children will be continually building ongoing skills as part of the Early Years curriculum.

In our Tiny Steps class we have knowledge statements for each of these specific topic areas for our 3-4 year olds. It is expected that our 2-3 year olds will access many of the same opportunities as their older peers but staff will adapt learning opportunities in order for younger children to build the necessary skills to progress, therefore their curriculum statements are broader and will depend on the age and development of individual children.

Expressive Arts and Design- Tiny Steps

Expressive Arts and Design	Tiny Steps	Music	<p>Being Imaginative</p> <p>2-3 Year Olds Children use their voices to make sounds.</p> <p>Children explore sounds using musical instruments and sound makers.</p>		<p>Being Imaginative</p> <p>2-3 Year Olds Children begin to experience tone, pitch and volume.</p> <p>Children join in singing songs and rhymes copying actions.</p>		<p>Being Imaginative</p> <p>2-3 Year Olds Children explore different rhythms and beats, using their bodies appropriately.</p>	
			<p>Being Imaginative</p> <p>3-4 Year Olds Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - 5 Little Ducks - Humpty Dumpty - Twinkle Twinkle Little Star/ Twinkle Twinkle Chocolate Bar <p>Children will listen to a visitor play an instrument.</p>	<p>Being Imaginative</p> <p>3-4 Year Olds Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Hickory Dickory Dock - 5 Little Speckled Frogs - Baa Baa Black Sheep/Baa Baa Pink Sheep <p>Rhythm and Tempo Body Percussion -Children will play sound matching games. -Children will respond to sound with body movement.</p>	<p>Being Imaginative</p> <p>3-4 Year Olds Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - 5 Little Ducks - If You're Happy and You Know It - Incy Wincy Spider/Snow Alternative 	<p>Being Imaginative</p> <p>3-4 Year Olds Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - 5 Currant Buns - Three Blind Mice - Old Macdonald Had a Farm <p>Listening and Appraising Soundscapes -Children will be able to listen to sounds and compare them to other sounds. -Children will create actions to go alongside their sounds.</p>	<p>Being Imaginative</p> <p>3-4 Year Olds Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - 5 Little Men in a Flying Saucer - Jack and Jill - Miss Polly Had a Dolly 	<p>Being Imaginative</p> <p>3-4 Year Olds Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - 5 Little Monkeys Jumping on the Bed - Polly Put the Kettle On - The Wheels on the Bus <p>Pitch and Melody Singing -Children will be able to sing a variety of songs/ rhymes with some accuracy in pitch.</p>

Art and Design/DT (Food Technology see PSHE)	<p>Creating with Materials</p> <p>2-3 Year Olds</p> <p>Children will explore different materials using all their senses.</p> <p>Children will begin to show an interest in early mark making.</p>		<p>Creating with Materials</p> <p>2-3 Year Olds</p> <p>Children will manipulate and play with different materials, exploring textures.</p> <p>Children will make early marks using various tools and equipment.</p>		<p>Creating with Materials</p> <p>2-3 Year Olds</p> <p>Children will use their imagination to begin to combine materials to make simple models, using tools to achieve what they have set out to do.</p> <p>Children will intentionally make marks in different styles.</p> <p>Children will express their ideas when mark making and sometimes give meaning to their marks.</p>	
	<p>Creating with Materials</p> <p>3-4 Year Olds</p> <p>Ongoing Skills Children will do large scale drawings/paintings.</p> <p>Children will use pencils to free draw.</p> <p>Line and Shape The Snail Line drawing and Collage -Children will explore and recreate art in the style of Henri Matisse. -Children will know how to use a pencil to draw on paper. -Children will know how to use glue to stick things onto paper.</p>	<p>Creating with Materials</p> <p>3-4 Year Olds</p> <p>Ongoing Skills Children will paint on a flat surface and an easel.</p> <p>Moving Christmas Card -Children will know how to fold card in half. -Children will know how to attach 3D objects (such as pompoms/ sequins) to their card. -Children will know that their card opens and closes.</p>	<p>Creating with Materials</p> <p>3-4 Year Olds</p> <p>Ongoing Skills Children will explore colour mixing.</p> <p>Children will use pencils to draw closed shapes such as squares and rectangles.</p> <p>Form and Space 3D Junk Modelling -Children will know how to use tape to stick objects together. -Children will know what cardboard, paper and plastic are.</p>	<p>Creating with Materials</p> <p>3-4 Year Olds</p> <p>Ongoing Skills Children will explore painting with a range of tools such as cotton buds, vegetables, toothbrushes etc.</p> <p>Products Easter Bonnets/Head bands -Children will know how to create a circle from a strip of paper to go around their head. (with adult support to get the right size) -Children will know how to attach decorations to their bonnets. -Children will know how to add zig zag patterns to their bonnets using pencils</p>	<p>Creating with Materials</p> <p>3-4 Year Olds</p> <p>Ongoing Skills Children will explore painting on a range of different surfaces such as tin foil, cling film, sugar paper etc.</p> <p>Children will draw with increasing complexity and detail, e.g. representing a face with a circle and including details.</p> <p>Colour and Pattern Splash Paintings -Children will explore and recreate art in the style of Jackson Pollock. -Children know and will be able to name the primary colours.</p>	<p>Creating with Materials</p> <p>3-4 Year Olds</p> <p>Ongoing Skills Children will explore various painting techniques such as splatter painting, bubble painting, straw painting, printing etc.</p> <p>Children will show different emotions in their drawings and paintings.</p>
	<p>Observational Checkpoint: Can children take part in pretend play? Can children create using different materials? Can children develop their own creative ideas by drawing and painting? Can children perform a range of songs? Can children play instruments to express their own ideas?</p>					

Expressive Arts and Design- Reception

Reception - Development Matters (Reception)	Music	<p>Being Imaginative</p> <p>Ongoing Skills Children will know a variety of Nursery Rhymes.</p>	<p>Being Imaginative</p> <p>Ongoing Skills Children will know the songs from their Nativity performance.</p> <p>Children will know a variety of Nursery Rhymes.</p> <p>Rhythm and Tempo Music and Movement -Children will know loud, quiet, fast and slow. -Children will be able to copy a pattern of loud, quiet, loud, quiet on percussion instruments.</p>	<p>Being Imaginative</p> <p>Ongoing Skills Children will know a variety of Nursery Rhymes.</p> <p>Children will know how to tap/clap along to a rhythm.</p>	<p>Being Imaginative</p> <p>Ongoing Skills Children will know a variety of Nursery Rhymes.</p> <p>Children will experiment with different ways of playing instruments.</p> <p>Children will know some Sea Shanties to perform in our Pirate Assembly.</p> <p>Listening and Appraising Carnival of the Animals -Children will know how to handle instruments carefully and correctly. -Children will take turns playing in a group. -Children will play instruments at different speeds.</p>	<p>Being Imaginative</p> <p>Ongoing Skills Children will know a variety of Nursery Rhymes.</p> <p>Children will know how to match a pitch.</p>	<p>Being Imaginative</p> <p>Ongoing Skills Children will know a variety of Nursery Rhymes.</p> <p>Pitch and Melody Songs from around the World -Children will sing and remember entire songs. Children will be able to match the pitch sung by someone else. -Children will be able to sing the melodic shape of familiar songs.</p>
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	Art and Design/ DT (Food Technology see PSHE)	<p>Creating with Materials</p> <p>Ongoing Skills Children will be able to name secondary colours.</p> <p>Children will use a variety of different implements to paint, including brushes, dabbers, corks etc.</p> <p>Children will draw and paint pictures of themselves and their families.</p> <p>Line and Shape Still Life Painting and Drawing -Children will know what a line is and be able to say what they look like. -Children will know how to produce a drawing or painting using lines and shapes. -Children will know how to use equipment and materials including pencils and paint brushes. -Children will explore the work of Paul Cezanne and create still life pictures of objects in their environment.</p>	<p>Creating with Materials</p> <p>Ongoing Skills Children will explore what happens when they mix colours.</p> <p>Children will use different size paint brushes for different effects.</p> <p>Children will be able to create simple representations of events, people and objects.</p> <p>Moving Paper Creations -Children will know what the word move means and name things that can move. -Children will know how to use different tools including scissors, pencils and glue -Children will know how to use paper to create movement such as folding and curling.</p>	<p>Creating with Materials</p> <p>Ongoing Skills Children will know that when they mix 2 colours it becomes a new colour.</p> <p>Children will explore different ways of joining while junk modelling.</p> <p>Form, space and texture. Nature Sculpture. -Children will know what the natural items are that the class has collected from the school woodland for the investigation table and discuss form and texture, observe and then draw some of them. -Children will know how to use the natural items found to use as materials to create a natural sculpture. -Children will know about the artist Andy Goldsworthy and use his natural sculptures to inspire their own work.</p>	<p>Creating with Materials</p> <p>Ongoing Skills Children will know which primary colours mix to create secondary colours.</p> <p>Children will know which tape or glue to use for their chosen purpose.</p> <p>Products Hats -Children will know how to design and make a simple hat using different materials including paper. -Children will know how to work collaboratively with peers to measure around each other's heads so that the hat fits each individual. -Children will know how to add finishing touches to their hats.</p>	<p>Creating with Materials</p> <p>Ongoing Skills Children will know how to make different shades of the same colour.</p> <p>Children will know how to select tools and techniques needed to shape, assemble and join materials they are using and explain the processes they have used.</p> <p>Colour and Pattern Finger Printing Patterns -Children know the names of colours and can recognise repeated patterns. -Children will know how to create a repeated pattern using different colours. -Children will know about the artist Yayoi Kusama and use her work to inspire their own finger painting pattern work.</p>	<p>Creating with Materials</p> <p>Ongoing Skills -Children will know how to match colours they see and want to represent.</p> <p>Children will construct with purpose.</p> <p>Children will experiment with colour, design, texture, form and function.</p>
		<p>Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>					