Old Moat Primary School

All different, all achieving

EYFS Flexible Curriculum

March 2022

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CLIC

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1 Curriculum Intent

1.1 Communication and Language

Links to National Curriculum: English

The Foundation Stage unit at Old Moat prioritises the development of pupils' spoken language, as this underpins all seven areas of learning and development. In our continuous and enhanced provision, indoors and outdoors, children communicate with each other in an engaging and thought-provoking environment. We believe the number and quality of the conversations children have with adults and peers is crucial. For that reason, play is maximised, well modelled and has clear progression, week by week and term by term. In adult interactions, children hear comments on their interests and actions, echoing back what they have said with new vocabulary added. Because of this, practitioners build children's language effectively. In adult-initiated learning, children are read to frequently and percolate in story telling in a multi-sensory approach. Hearing stories, non-fiction, rhymes and poems, and then providing children with extensive opportunities to use and embed new words through Word Aware approaches, gives children the opportunity to thrive in their enabling environment. As children's communication development is monitored using the Wellcomm screening tool, those who struggle are targeting for intervention. For all children, sensitive questioning invites them to elaborate and use new vocabulary and language structures.

1.2 Personal, Social and Emotional Development

Links to National Curriculum: PSHE, including RSE

We strive to enable children to be happy and confident individuals. A child's personal, social and emotional development is crucial in order to lead a healthy and happy life and is fundamental to their cognitive development. We aim for our enabling environment to be characterised by strong, warm and supportive relationships between children and practitioners. By introducing rules and

boundaries through modelling, reflection and discussing of behaviour, our children become well-regulated and -adjusted. Shared experiences, like this, enable children to learn how to understand their own feelings and those of others. Independence is prioritised in the enabling environment at Old Moat: this develops a positive sense of self, allows children to set simple goals, have confidence in their own abilities, to persist and wait for what they want. Self-regulation is further explored through specific teaching of emotions, through the Zones of Regulation. Old Moat's school rules and the CLIC Trust values underpin everyday interactions between Foundation Stage staff and children, and is strongly emphasised within our curriculum. Furthermore, teaching of the Jigsaw units of work gives children further confidence to recognise, discuss and share their emotions and feelings. Our children learn to look after their bodies, including through healthy eating, and learn to manage their personal needs independently.

1.3 Physical Development

Links to National Curriculum: Physical Education, English

At Old Moat, we view children's physical activity to be vital for their all-around development. Good physical develop is an indicator of later health and happiness. We aim to take an incremental approach to physical development, with gross motor skills being developed alongside fine motor skills. In our outdoor environment, children are encouraged to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. All children participate in weekly sports lessons and play outside daily. In Nursery, fine motor development is of upmost importance, with children working creatively, mark-making and building with a range of age appropriate tools. A focus is placed on letter formation of the letters of children's names only. The seeds of handwriting are taught implicitly, through Beery's (2010) pre-handwriting shapes. In Reception, daily handwriting sessions see children learn the correct letter formation of all lower- and upper-case letters. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.

1.4 Literacy

Links to National Curriculum: English

As Foundation Stage pupils at Old Moat hear a range of stories, non-fiction, rhymes and poems daily, a love of literature is instilled. Our children are encouraged to be active participants in storytelling, by repeating refrains and creating actions. Our curriculum indicates a range of quality texts that link to our Big Questions, as well as celebrations and holidays. Along with this, Nursery and Reception each have a 'Reading Spine,' made up of texts which are told and retold throughout the academic year. With in-depth knowledge of these stories, children learn to love, retell and dramatise their plots. Teachers have access to further stories, to ensure books are read which match children's interests. We follow a systematic approach to phonics teaching, following the Little Wandle phonics scheme. In addition to phonics, Reception children take part in guided reading daily. Reception children are also heard reading individually and readers who need further support are given further opportunities for this. Children's love for reading is encouraged to extend beyond school: Reception children take home three books per week, including one 'library' story for parents to read to their child. Nursery children also take home several books for their parents to read to them, and begin guided reading sessions with their teacher in the Summer term. All writing by children is valued and encouraged, whether this be children who are making pre-writing shapes or writing sentences. All children write daily, in adult-initiated learning, and are invited to do so in the continuous and enhanced provision too.

1.5 Mathematics

Links to National Curriculum: Mathematics

To ensure children excel mathematically in Key Stage One at Old Moat, our curriculum aims to develop a strong grounding in number, with a deep understanding of numbers to 10. By following the principles set out in the NCETM Mastering Number maths programme, Nursery children explore numbers to 5 in-depth, considering each numbers' composition and being able to count

confidently. In Reception, children further develop their understanding of the numbers to 10 and the patterns within those numbers. Children are afforded frequent and varied opportunities to build and apply this understanding, through adult-initiated learning and in the continuous and enhanced provision. We believe that number is all around, and practitioners have the capacity to unlock this for children. In all learning experiences around maths, manipulatives are relied upon, as practical activity is the key to fostering such deep understanding. Moreover, mathematical vocabulary is planned into our curriculum, and the enhanced provision provides opportunities for children to use this. Through practical experience, children also develop their spatial reasoning skills across all areas of mathematics, including shape, space and measure. Children's mathematical knowledge is assessed in everyday interactions, as well as regular assessments.

1.6 Understanding of the World

Links to National Curriculum: Science, Geography, History, Computing

Understanding the world involves guiding children to make sense of their physical world and their community. At Old Moat, we believe the range of children's personal experiences increases their knowledge and sense of the world around them. With this in mind, we have evaluated our children's at-home experiences and carefully selected our curriculum to build on this. While valuing our children's experiences, we attempt to push their thinking and understanding further: culturally, socially, technologically and ecologically. As understanding of the world cannot be taught in isolation, it appears in our daily routines, teaching and interactions. While sometimes being explicitly explored through our Big Questions, we understand that this is not enough to promote wider understanding of the world. For that reason, we retain flexibility in our curriculum, paying particular attention to children's interests and cultural celebrations of many communities. We have made and will continue to make links with members of our wider community, such as police officers, nurses and firefighters. Appreciating the experiences of our families too, parents are invited to talk to children about their cultural and religious traditions. By listening to a broad selection of stories, non-fiction, rhymes and poems, we further foster understanding of our diverse world.

1.7 Expressive Arts and Design

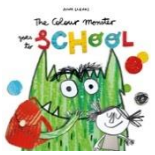
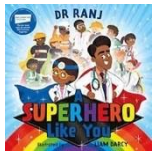
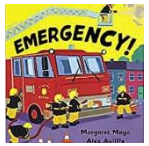
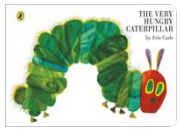
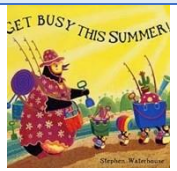
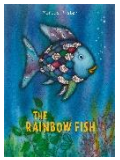
Links to National Curriculum: Art and Design, Design and Technology, Music

The development of children's artistic and cultural awareness supports their imagination and creativity. Therefore, Foundation Stage pupils at Old Moat have regular opportunities to engage with the arts, through singing, dancing, performing, drawing, painting, crafting and moulding. In our enabling environment, where children's independence is fostered through self- selection and -access, a wide range of media, materials, tools and instruments are freely available to foster our children's creativity. Adult interactions and group teaching are utilised to give children confidence in the creative making process. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.

2 Our Flexible Curriculum

2.1 Nursery Teaching Overview – (Nursery 1 Curriculum)

Intended to meet age related expectations, our flexible curriculum will be adapted through short term planning, which is driven by assessment.

			Spring 1	Spring 2	Summer 1	Summer 2
Big Question			How do I feel today?	Who can help me?	What does it feel like?	What does water do?
Quality Texts: Focus			 	 	 	 
Quality Texts: Additional			Ruby's Worry – Tom Percival The Jar of Happiness – Ailsa Burrows Kindness Makes Us Strong – Sophie Beer The Worrysaurus – Rachel Bright Red Red Red – Polly Dunbar	Busy People Books Mog and Vee Eee Tee – Judith Kerr And Tango Makes Three - Justin Richardson Living with Mum, Living with Dad - Melanie Walsh	We're Going on a Bear Hunt - Walking Through the Jungle – Julie Lacome Over in the Grasslands – Anna Wilson We All Went on Safari – Laurie Krebs	The Pigeon Needs a Bath! – Mo Williams Oliver's Fruit Salad – Vivian French Mr Gumpy's Outing – John Burningham Wet, Wet, Wet – Helen Greathead Giraffes Can't Dance

Celebrations, Festivals and Events			New Year- 1/1 Lunar New Year – Feb Number Day- 4/2 Valentine's- 14/2 Word Day Children's Mental Health Week	World Book D- March Pancake Day- March Holi – Middle of March St Patrick's Day- 17/3 Mother's Day- March Start Ramadan- April Easter- April	Eid Al Fitr- Start of May Mental Health Wk - May	Pride Month – June Father's Day- June Summer Solstice– June Eid Al Adha – June
Enrichment Ideas			<u>Visitors</u> School Chef <u>Experience</u>	<u>Visitors</u> Doctor/Dentist <u>Experience</u> Preparing pancakes Making Easter baskets	<u>Visitors</u> Parent for Eid <u>Experience</u> Caterpillars Planting	<u>Visitors</u> Reception Teachers <u>Experience</u> Walk in Old Moat Park Transition to Reception
Big Question Intent			'The Colour Monster' will be used to support children's emotional literacy and relate to The Zones of Regulation. Being introduced to strategies to help regulate their emotions, children will begin identifying about what makes them happy, sad, angry or worried, relating to picture prompts and texts. Staff will use Zones of Regulation cards to support narration of emotions, identifying and labelling emotions whilst providing pictorial strategies. The children will be supported in identifying their trusted adult and who to go to if they need help.	Children will be introduced to adult job roles, where they work and begin thinking about how these adults help. For example, a teacher works in a school and helps by teaching children new ideas, or, a doctor works in a hospital and helps by giving medicine. Children will also think about how their adult at home helps them with certain tasks that they cannot yet do, like cooking dinner.	The children will consolidate and extend names of animals and minibeasts, beginning to compare animals by size, colour and shape. The children will have the first-hand opportunity to understand the lifecycle of butterflies, keeping a caterpillar in the classroom, through the chrysalis stage, until it emerges as a butterfly.	Children will extend knowledge of animals into water, naming animals that live or swim in the water. Children will begin to identify and name bodies of water, including river, pond, sea and ocean. Children will have the opportunity to plant seeds and water them daily, so they grow. Children will use water to wash food and prepare it for eating.
	<u>Little Wandle Phonics</u> *Word Reading and Writing*					

Literacy (English)			- Use sounds: m d g o c k e - Tuning into sounds - Love of Reading - Rhyme time	- Use sounds: u r h b f l j - Tuning into sounds - Love of Reading - Rhyme time	- Learn GPCS: v w y z qu ch - Tuning into sounds - Love of Reading - Rhyme time	- Learn GPCS: ck x sh th ng nk - Tuning into sounds - Love of Reading - Rhyme time
	<u>Shared Talk</u>					
			- Begin to recognise emotions, with support of the Zones of Regulation - Begin to name emotions	- Identify key people who help us (firefighter, police office, doctor, teacher) - Begin to name key people who help us. - Explore with role playing resources	- Naming of caterpillar, butterfly, chrysalis. - Begin to explore items and identify with support soft or not soft. (soft, hard, cold, warm) - Begin to name some familiar garden animals. (caterpillar, butterfly, bee, worm, ant) - Begin to name some familiar African animals. (lion, elephant, giraffe)	- Develop an awareness of water sources such as ocean, sea, pond, river, lake. - Develop an understanding of parts of a human vs parts of a fish - Begin to talk about Summer weather and activities
	<u>Writing</u>					
	Please refer to EY2P's Writing Moderation Exemplification for exemplification materials showing progress in writing from Birth to Three into Nursery. Throughout the year, children will be encouraged to make marks in the provision during their independent play. Following Old Moat's handwriting policy, pupils will first learn to correctly form Beery's prewriting shapes. When children begin exploring GPCs in Autumn 2, these will be modelled by adults. Children will be encouraged to write their name from Autumn, with the expectation of being able to write their name successfully by the end of Summer.					
			I begin to develop an awareness that I can create marks. I can develop my gross motor, pre-writing strength	I can use a variety of mark making tools for cause and effect. I can develop my gross motor, pre-writing strength	I can explore how to make different marks.	 End the 0-3 year old provision: • I can distinguish between the different marks I make

Maths	<u>Number and Numerical Patterns</u> – NCETM Mastering Number					
			Focus on:	Focus on:	Focus on:	Focus on:

			Colour matching & sorting Matching items and pairs Introduction to subitising Oral counting to 5. Investigating numbers 1-5.	Making sets of numbers through matching. Subitising early numbers, recognising finger and dice pattern. Play simple board games. Recognise special numbers.	Equal sets. More than/ Fewer than Numbers within 5.	Exploring compistion of numbers within 5. Beginning to understand language of addition and subtraction and respond appropriately.
			I know that things exist, even when out of sight (looking was a car in a tunnel, lifting a hand to find the ball).	I notice key concepts about items (big/small, colours) I begin to talk about my special number.	I am beginning to organise and categorise objects (e.g. putting all the teddy bears together or teddies and cars in separate piles).	End of 0-3 year old provision: • I can say some counting words randomly. • I can select a small number of objects from a group when asked (e.g. 'please give me two').
	<u>Pattern, Shape, Space and Measures</u> – Based on NCETM Progression Charts					
			Intro to pattern Investigating 2D/3D shapes	Exposure to positional language. Looking at ABAB patterns, recreate using scaffolds to support. Consider size, height and length	Simple now, next sequence building to the sequence of 3 events. Begin to respond to some positional language, under, on, next to. Sort items.	
	<u>Maths Texts</u>					
			- Dear Zoo – Rod Campbell - Peace at Last – Jill Murphy - Clean Up Everybody – Stacey Sparks - I'm Number One – Pat Hutchins - 1 2 3 at the Zoo – Eric Carle - 1 2 3 Bumblebee – Natalie Marshall	- Dear Zoo – Rod Campbell - Peace at Last – Jill Murphy - Clean Up Everybody – Stacey Sparks - I'm Number One – Pat Hutchins - 1 2 3 at the Zoo – Eric Carle - 1 2 3 Bumblebee – Natalie Marshall	- Dear Zoo – Rod Campbell - Peace at Last – Jill Murphy - Clean Up Everybody – Stacey Sparks - I'm Number One – Pat Hutchins - 1 2 3 at the Zoo – Eric Carle - 1 2 3 Bumblebee – Natalie Marshall	- Dear Zoo – Rod Campbell - Peace at Last – Jill Murphy - Clean Up Everybody – Stacey Sparks - I'm Number One – Pat Hutchins - 1 2 3 at the Zoo – Eric Carle - 1 2 3 Bumblebee – Natalie Marshall

	<u>Adult-led Daily Routines</u>

Personal, Social and Emotional Development	- Plan > Play > Review – Discuss selecting and using resources in the classroom and outdoor environment. By Autumn 2, name the various areas of the classroom and whether playing alone, with a friend or in a group. By Spring 2, begin naming resources used in specific areas. In Summer term, begin talking about what can be learnt or made in different areas. - Zones of Regulation – Use ZoR to name and explore feelings and identify how others may feel, including as a result of our behaviour. - Co-regulate with an adult where necessary. Continue to develop the ability to regulate own behaviour and express and moderate feelings in appropriate ways. - Work cooperatively with adults and peers. Begin to find resolutions to conflict (with gradually less adult support). - Continue to develop the skills to manage own basic hygiene, including by brushing teeth daily, washing hands after going to the toilet or outside, or before eating. - Begin to understand the importance of exercise and healthy eating. - Continue to develop understanding which parts of our bodies are private and should not be touched by other people. - Begin to understand that we can interact with other people on the internet and how we should tell an adult if there is a problem.					
	PSHE - Jigsaw					
			Dreams and Goals - Talk about a challenge and know what a goal is - Discuss why it is important to keep trying - Understand that challenges can be difficult and know what 'resilience' is	*Healthy Me* - Talk about the word 'heathy' - Know the names of some body parts - Be able to wash hands well - Understand that strangers shouldn't be trusted - Recognise how exercise makes our body feel, during and after	*Relationships* - Talk about the difference between family and friends - Know that different people in a family have different responsibilities - Know that friends sometimes fall out - Understand that unkind words cannot be taken back – talk about unkind words	*Changing Me* - Name more body parts and their function - Talk about how people grow from baby to adult - Recognise that moving to Reception can make us feel nervous and/or happy
PSED – Self reg			I begin to separate from my main carer with support and encouragement.	I use eye pointing, gesture to communicate my preferences.	I can demonstrate a sense of self as an individual (e.g. wants to do things independently, says, 'No' to adult). I can show my preferences through play.	End of 0-3 year old provision: • I can start to separate from my main carer with support and encouragement from a familiar adult. • I can express my own preferences and interests. • I can explore new toys and environments, but I 'check in' regularly with a familiar adult as and when I need to
PSED Managing self			I can seek comfort from familiar adults when needed	I begin to express my sadness and joy through crying and laughing.	I can express a growing sense of will and determination, which may result in feelings of anger and frustration, which are difficult to handle (e.g. may have tantrums).	End of 0-3 year old provision: • I can respond to a few appropriate boundaries, with encouragement and support.

PSED Building relationships			I can use a familiar adult as a secure base to explore a new environment.	I can play cooperatively with a familiar adult (e.g. rolling a ball back and forth).	I can play alongside others.	End of 0-3 year old provision: • I can use a familiar adult as a secure base from which to explore independently in new environments (e.g. ventures away to play and interact with others but returns for a cuddle or reassurance if becomes anxious). • I can show affection and concern for people who are special to me. • I can start to form a special friendship with another child.
Understanding the World	History					
Past & Present			I develop a sense of belonging within my key worker group.	I recognise significant people in my life (family members I live with). I begin to communicate about significant people in my life.	I can communicate about events I have been part of.	End of 0-3 year old provision: • I am curious about people and show interest in stories about myself and my family. • I enjoy pictures and stories about myself my family and other people.

Understanding the World	Geography - Ongoing identification of Autumn, Winter, Spring and Summer as the four seasons - Daily description of the weather, gradually relying less on visuals and making descriptions more complex: i.e. 'The weather is sunny but cold.' - Engaging in nature walks to the school garden each half term – talking about environmental changes and reflecting on previous findings - Ongoing anticipation of seasonal changes through daily routines: i.e. The leaves are falling off the trees – it will get colder and snow soon					
			I can explore treasure baskets of similar features.	I can explore objects by linking together different approaches with the support of a familiar adult: shaking, hitting, looking, feeling, tasting, mouthing,	I can independently explore objects in an appropriate manner.	End of 0-3 year old provision: • I can remember where objects belong.

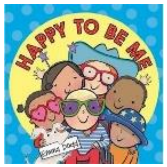
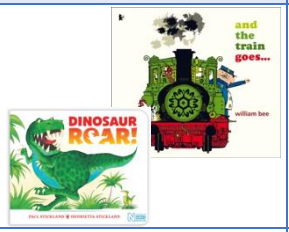
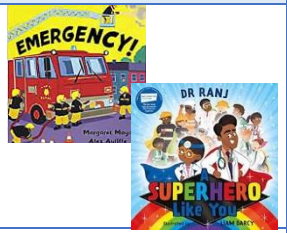
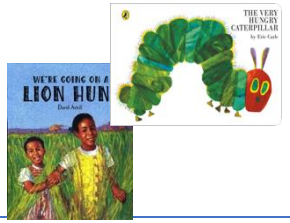
				pulling, turning and poking.	I can match parts of objects that fit together (e.g. puts lid on a teapot).	• I begin to talk about places I go and what I do there (park, shops) etc.
	Religion					
			I show an increasing interest in the setting around me. I show a recognition of familiar resources/ routines.	I begin to seek out familiar people and routines to feel secure. - Engage in cultural celebrations for Holi, Ramadan and Easter - Hear story of Ramadan - Hear story of Easter	I can use familiar resources to communicate aspects of personal significance (family, events, culture). - Hear two religious stories about how special the world is and how humans need to look after it: Muhammad and the Crying Camal and Seven New Kittens.	End of 0-3 year old provision: • I am curious about people and show interest in stories about myself and my family. • I enjoy pictures and stories about myself my family and other people - Hear Christian story of creation - make links to recycling, reducing, and reusing.
	Science					
			I show an increasing interest in the setting around me. I show a recognition of familiar resources/ routines. - Explore floating and sinking (relating to boats/vehicles)	I begin to seek out familiar people and routines to feel secure. - Explore a variety of material and use shared talk to develop vocabulary.	I can use familiar resources to communicate aspects of personal significance (family, events, culture). - Plant, grow, care for, and eat salad leaves	End of 0-3 year old provision: • I am curious about people and show interest in stories about myself and my family. • I enjoy pictures and stories about myself my family and other people - Explore mixing and quantities, starting to interpret language of units of measurements

Understanding the World	Computing		
		- Mini Mash – iPads - Decomposition – Build a brick model with one group and take photographs. Use the photographs to enable other children to recreate the model.	- Algorithmic thinking – make visual patterns out of objects of different sizes, colours, shapes. - Logical Reasoning – testing materials e.g., make a parachute, test the gradient of a ramp.
Expressive Arts and Design	Everyday Provision		

	- Opportunity to engage in both free choice and adult directed activities: children are taught new skills with the opportunity to embed these - Experimentation with colour, form, function, texture and design through a range of media and materials, which grow and vary throughout the year - Transient art materials available for exploration of shape, making links with creative and mathematical play - Growing expectation for children to articulate purpose and to move from exploration into creation, particularly with painting - A range of construction and joining tools available for ongoing experimentation and mastery - A range of musical instruments and expressive materials – scarves, ribbons, wands – available for performances					
	<u>Art and Design</u>					
			- Squiggle whilst you wiggle. - Begin exploring with marks through acknowledgment of cause and affect using Kandinsky as inspiration.	- Squiggle whilst you wiggle. - Artist: Shawn Hardy. Spring art: Making spring pictures - Making collages using petals and leaves collected on a Spring walk. - Printing with Flower heads, hands and fingers.	- Squiggle whilst you wiggle. - Artist: Tracy McGuinness-Kelly. - Printing with fruit and Vegetables. - Drawing Observational drawing of the class butterflies.	- Squiggle whilst you wiggle. - Explore famous waterfall paintings. - Know how to use a paint brush to fill shapes with colour. - Create closed shapes with continuous lines and use these shapes to represent objects.
	<u>Music</u>					
			Focus on singing in time and moving with music	Ongoing focus on singing in time and moving with music	Learn Eid Al Fitr song; record in video	Learn Celebration song
	<u>Design and Technology</u>					
Creating with Materials			Explores the environment and resources with all senses.	I can create sounds by banging, shaking, tapping or blowing (cause and affect).	I begin to explore with blocks. I begin to explore with colour and tools to spread paint.	End of 0-3 year old provision: • I can join in singing favourite songs. • I can show an interest in the way musical instruments sound. • I can experiment with blocks, colours and marks .
Being Imaginative & expressive			I begin to explore everyday objects and instruments to make sounds. I experiment with my voice sounds to imitate sounds from the world around me.	I begin to attend to music. I explore with movements linked to the music I hear.	I explore with sounds that can be used in songs/ rhymes (LW rhyme time link)	End of 0-3 year old provision: • I can begin to use representation to communicate (e.g. drawing a line and saying 'That's me.'). • I can begin to make-believe by pretending. • I begin to show interest in those exploring alongside me.

2.2 Nursery Teaching Overview – (Nursery 2 Curriculum)

Intended to meet age related expectations, our flexible curriculum will be adapted through short term planning, which is driven by assessment.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	Who am I?	What's that sound?	How do I feel today?	Who can help me?	What does it feel like?	What does water do?
Quality Texts: Focus						
Quality Texts: Additional	Incredible You – Rhys Brisenden, Nathan Reed Titch – Pat Hutchins Hair Love – Matthew Cherry Only One You – Linda Kranz Super Duper Me – Sophy Henn	What the Ladybird Heard – Julia Donaldson Stomp, Chomp, Big Roars – Kaye Umansky All Join In – Quintin Blake Pete the Cat – James Dean, Eric Litwin Old MacDonald Peace at Last – J Murphy	Ruby's Worry – Tom Percival The Jar of Happiness – Ailsa Burrows Kindness Makes Us Strong – Sophie Beer The Worrysaurus – Rachel Bright Red Red Red – Polly Dunbar	Busy People Books Mog and Vee Eee Tee – Judith Kerr And Tango Makes Three - Justin Richardson Living with Mum, Living with Dad - Melanie Walsh	We're Going on a Bear Hunt - Walking Through the Jungle – Julie Lacome Over in the Grasslands – Anna Wilson We All Went on Safari – Laurie Krebs	The Pigeon Needs a Bath! – Mo Williams Oliver's Fruit Salad – Vivian French Mr Gumpy's Outing – John Burningham Wet, Wet, Wet – Helen Greathead Giraffes Can't Dance
Celebrations, Festivals and Events	Birthdays Autumn Equinox- Sept Black History- Oct Poetry Day– 6/10	Harvest Festival- Oct Diwali- End of Oct Halloween- 31/10 Bonfire Night- 5/11 Remembrance- 11/11 Hannukah- End of Nov Christmas – 25/12	New Year- 1/1 Lunar New Year – Feb Number Day- 4/2 Valentine's- 14/2 Word Day Children's Mental Health Week	World Book D- March Pancake Day- March Holi – Middle of March St Patrick's Day- 17/3 Mother's Day- March Start Ramadan- April Easter- April	Eid Al Fitr- Start of May Mental Health Wk - May	Pride Month – June Father's Day- June Summer Solstice– June Eid Al Adha – July
Enrichment Ideas	<u>Visitors</u> New baby Mums / dads <u>Experience</u> Visiting places in school (community)	<u>Visitors</u> Site Manager Headteacher Parent for Diwali <u>Experience</u> Listening walk in school and garden	<u>Visitors</u> Parent for Lunar NY School Chef <u>Experience</u> Preparing toast Pottery	<u>Visitors</u> Parent for Holi Doctor/Dentist <u>Experience</u> Preparing pancakes Making Easter baskets	<u>Visitors</u> Parent for Eid <u>Experience</u> Trip to farm Catterpillars	<u>Visitors</u> Reception Teachers <u>Experience</u> Planting Making fruit salad Walk in Old Moat area Transition to Reception

Big Question Intent	As the children gradually settle into their new environment and get to know their key workers and each other, the Big Question will support their transition into school, including daily separating from their adult. Children will practise saying their name, their new friends' names, and staffs' names. Children will extend vocabulary of the parts of their face, like 'eyebrows,' 'lips' and 'cheeks,' and will use this in context when drawing. The children will begin to learn about their own personal history, including that they were once a baby.	As the children begin daily phonics lessons, the Big Question will support them in differentiating sounds. Relating to the areas of their new classroom, children will have the opportunity to learn animal, minibeast and vehicle names, as well as the sounds they make. Children will have the opportunity to make and dance along to music and sing new songs, exploring volume, tone and pitch.	Now having increased independence and being settled in their environment, the children will explore emotions and behaviour through 'The Colour Monster' and relating to The Zones of Regulation. Being introduced to strategies to help regulate their emotions, children will begin identifying about what makes them happy, sad, angry or worried, relating to picture prompts and texts. The children will be supported in identifying their trusted adult and who to go to if they need help.	Children will be introduced to adult job roles, where they work and begin thinking about how these adults help. For example, a teacher works in a school and helps by teaching children new ideas, or, a doctor works in a hospital and helps by giving medicine. Children will also think about how their adult at home helps them with certain tasks that they cannot yet do, like cooking dinner.	The children will consolidate and extend names of animals and minibeasts, beginning to compare animals by size, colour and shape. The children will be supported in contrasting habitats, including polar, jungle and desert. The children will have the first-hand opportunity to understand the lifecycle of butterflies, keeping a caterpillar in the classroom, through the chrysalis stage, until it emerges as a butterfly.	Children will extend knowledge of animals into water, naming animals that live or swim in the water. Children will begin to name bodies of water, including river, pond, sea and ocean. Exploration of the states of water and pouring will lead into performing scientific investigations and recording the answers to these. Children will have the opportunity to plant seeds and water them daily, so they grow. Children will use water to wash food and prepare it for eating.
Literacy (English)	<u>Little Wandle Phonics</u>					
	- Listen and differentiate between environmental sounds	- Learn mouth position for following sounds: s a t p i n - Use the above sounds to - Hear initial sound - Blend CVC words using oral blending and objects	- Learn mouth position for following sounds: m d g o c k e - Use the above sounds to; - Identify initial sounds - Distinguish between different sounds - Blend a wider range of CVC words using oral blending	- Learn mouth position for following sounds: u r h b f l j - Use the above sounds to; - Identify initial sounds - Articulate sounds correctly - Blend a wider range of CVC words using oral blending	- Learn mouth position for following sounds: v w y z qu ch - Use the above sounds to; - Identify initial sounds - Blend a wider range of CVC words using oral blending	- Learn mouth position for following sounds: ck x sh th ng nk - Use the above sounds to; - Identify the final sounds in a word - Blend a wider range of CVC words using oral blending
	<u>Reading</u>					
	<u>LW love of reading</u>					
	<u>Shared Talk</u>					
	- Saying my name: 'My name is…' - Naming some people in my family (with picture prompts) - Talking about school routines and rules	- Naming environmental sounds, including animals and vehicles - Comparing sounds using the words 'loud' and 'quiet' - Making music and talking about musical instruments - Key vocabulary of cultural celebrations: Diwali, Christmas, Hannukah	- Naming emotions - Beginning to articulate own likes and dislikes (with picture prompts) - Beginning to identify positive and negative behaviours	- Naming some jobs and how the people doing these jobs help us - Naming some workplaces: i.e. 'A doctor works in a hospital.' - Naming emergency vehicles - Role playing familiar characters	- Comparing by touching (textures), tasting (fruits and vegetables) and looking (habitats) - Comparing – habitats, fruit, and vegetable of the UK to Africa - Talking about experience of caterpillar transforming to butterfly, eventually recounting this	- Talk about the uses of water, from experiences and from stories - Name the body parts of a fish (compare to humans, with support) - Talk about Summer weather and activities
	<u>Writing</u>					
	Please refer to EY2P's Writing Moderation Exemplification for exemplification materials showing progress in writing from Birth to Three into Nursery. Throughout the year, children will be encouraged to make marks in the provision during their independent play. Following Old Moat's handwriting policy, pupils will first learn to correctly form Beery's prewriting shapes. When children begin exploring GPCs in Autumn 2, these will be modelled by adults. Children will be encouraged to write their name from Autumn, with the expectation of being able to write their name successfully by the end of Summer.					

	- Observe my teacher writing children's names and single words, so I know words have meaning	- Observe my teacher writing labels, short captions and lists	- Observe my teacher writing labels, word maps and cards with 'to' and 'from'	- Observe my teacher writing short captions and letters with 'to' and 'from'	- Observe my teacher writing short sentences and on story maps - Attempt to mark make in a whole class setting (whiteboards, clipboards)	- Observe my teacher writing short sentences and on story maps - Attempt to mark make in a whole class setting (whiteboards, clipboards)

Maths	<u>Number and Numerical Patterns</u> – NCETM Mastering Number					
	Baseline for 2 Weeks - Colours - Matching & making pairs - Matching items - Building groups - Sorting items - Sharing and grouping	- Numbers 1-2 - Subitising - Oral counting - Numeral recognition -	- Numbers 3-5 - Subitising - Oral counting - Numeral recognition - Composition	- Numbers 3-5 - Subitising - Oral counting - Numeral recognition - Composition	- Comparative language - More than/ fewer than	- Number composition - Subtraction and addition vocabulary - Playing with numbers within 5.
	<u>Pattern, Shape, Space and Measures</u> – Based on NCETM Progression Charts					
	Shape and Space - Develop spatial awareness: build, jigsaws, tangrams	*Pattern* - Continue an AB pattern and ABC patterns - 2D and 3 D shape exploration		Positional Language Patterns Size, height, length Mass Capacity	- Sequencing - Positional Language - 2D and 3D shapes	
	<u>Maths Texts</u>					
	- Dear Zoo – Rod Campbell - Peace at Last – Jill Murphy - Clean Up Everybody – Stacey Sparks - I'm Number One – Pat Hutchins - 1 2 3 at the Zoo – Eric Carle - 1 2 3 Bumblebee – Natalie Marshall					

<table>
<tr><td rowspan="4">Personal, Social and Emotional Development</td><td colspan="6"><u>Adult-led Daily Routines</u></td></tr>
<tr><td colspan="6">- Plan > Play > Review – Discuss selecting and using resources in the classroom and outdoor environment. By Autumn 2, name the various areas of the classroom and whether playing alone, with a friend or in a group. By Spring 2, begin naming resources used in specific areas. In Summer term, begin talking about what can be learnt or made in different areas.
- Zones of Regulation – Use ZoR to name and explore feelings and identify how others may feel, including as a result of our behaviour.
- Co-regulate with an adult where necessary. Continue to develop the ability to regulate own behaviour and express and moderate feelings in appropriate ways.
- Work cooperatively with adults and peers. Begin to find resolutions to conflict (with gradually less adult support).
- Continue to develop the skills to manage own basic hygiene, including by brushing teeth daily, washing hands after going to the toilet or outside, or before eating.
- Begin to understand the importance of exercise and healthy eating.
- Continue to develop understanding which parts of our bodies are private and should not be touched by other people.
- Begin to understand that we can interact with other people on the internet and how we should tell an adult if there is a problem.</td></tr>
<tr><td colspan="6"><u>PSHE - Jigsaw</u></td></tr>
<tr><td><u>Being Me in My World</u>
- Talk about how we have a right to learn and play, safely and happily
- Talk about how each person is different
- Use hands kindly and know that they can be used unkindly
- Consider other peoples feelings
- Play cooperatively with others</td><td><u>Celebrating Difference</u>
- Talk about what makes you ‘unique’
- Identify some differences and similarities between peers
- Name some emotions
- Name a positive quality of a friendship</td><td><u>Dreams and Goals</u>
- Talk about a challenge and know what a goal is
- Discuss why it is important to keep trying
- Understand that challenges can be difficult and know what ‘resilience’ is</td><td><u>Healthy Me</u>
- Talk about the word ‘heathy’
- Know the names of some body parts
- Be able to wash hands well
- Understand that strangers shouldn’t be trusted
- Recognise how exercise makes our body feel, during and after</td><td><u>Relationships</u>
- Talk about the difference between family and friends
- Know that different people in a family have different responsibilities
- Know that friends sometimes fall out
- Understand that unkind words cannot be taken back – talk about unkind words</td><td><u>Changing Me</u>
- Name more body parts and their function
- Talk about how people grow from baby to adult
- Recognise that moving to Reception can make us feel nervous and/or happy</td></tr>
<tr><td rowspan="2">Understanding the World</td><td colspan="6"><u>History</u></td></tr>
<tr><td>- Identify immediate and wider family members, naming some of them
- Think about relations further: i.e. Grandad is Mum’s Dad.
- Articulate and understand own personal history: i.e. Children in nursery are younger.
- Begin to identify family’s personal history: religion, ethnicity.
Articulate differences and similarities between themselves and peers and adults; including age and physical attributes.</td><td>- Explore figures from the past: Vincent Van Gogh and Guy Falkes; draw contrasts between then and now
- Contrast Jesus birth story to today’s hospital births
Reflect war history on Remembrance Day</td><td>- Contrast vehicles from today with vehicles/travel in the past.
- Recount seasonal changes observed so far.
- Explore future aspirations and occupations.
Explore figures from the past: Martin Luther King (MLK Day)</td><td>- Contrast life in traditional tales to current life: i.e. kitchen appliances, clothes, spinning wheel.
- Explore figures from the past: Grimms Brothers
Explore how Jesus appears in both Easter and Christmas stories</td><td>Contrast farming equipment from today and in history; explore idea of industrial progress.</td><td>- Reflect on history of the past year: what we have learnt and achieved
- Identify how we have grown so far in our lives and how we will continue to
- Create timelines of our lives so far
Explore figures from the past: Olympians and Paralympians</td></tr>
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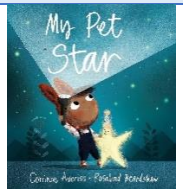
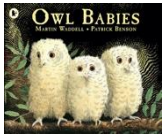
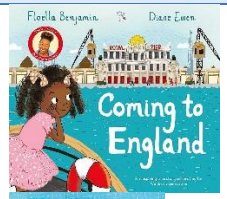
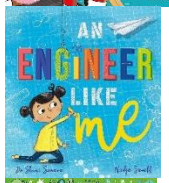
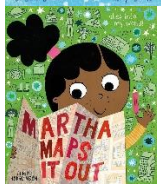
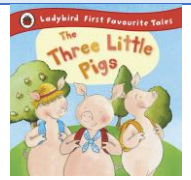
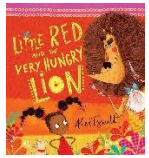
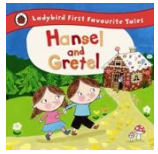
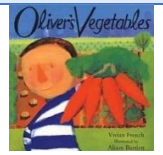
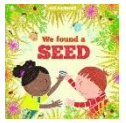
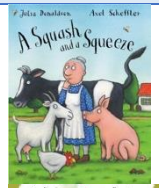
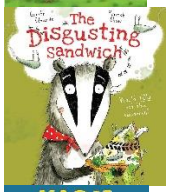
Understanding the World	<u>Geography</u> - Ongoing identification of Autumn, Winter, Spring and Summer as the four seasons - Daily description of the weather, gradually relying less on visuals and making descriptions more complex: i.e. 'The weather is sunny but cold.' - Engaging in nature walks to the school garden each half term – talking about environmental changes and reflecting on previous findings - Ongoing anticipation of seasonal changes through daily routines: i.e. The leaves are falling off the trees – it will get colder and snow soon					
	- Name some weather features using basic vocabulary: rain, sun, wind	- Name some environmental sounds relating to weather: rain, wind, wave, trees. - Talk about how we live in England.	- Talk about places I enjoy being, like my house, school or the park - See the globe as a representation of Earth; know that the world is round and not flat - Engage in cultural celebrations for Lunar New Year; practice saying 'Hello' in Mandarin, Korean and Vietnamese	- Name some emergency vehicles that can be used to travel on land, in air and on sea. - Name some workplaces of emergency service workers - Contrast the settings of traditional tales to life in the city: forest paths, streets, parks, etc. - Begin to interpret and name manmade and natural materials. - Begin to understand the importance of recycling, reducing, and reusing.	- Begin to differentiate between meat, dairy, vegetable, and fruit agriculture. - Describe what can be seen, heard, felt and smelt while on a visit to the farm. - Describe the various uses of farm animals: i.e. Cows give us milk and can be used for beef. - Describe the various uses of plants: i.e. Bread is made from flour, which is made from wheat. - Contrast life in the countryside and city. - Contrast agriculture in UK to Africa and Asia. - Plant, grow, care for and eat salad leaves.	- Reflect on Fair Trade - Continue to make links with food sources as we explore cooking - Contrast between food in UK and Africa and Asia; identify how foods we eat originate from other countries - Identify how sports originate from other countries. - Continue to learn about the importance of recycling, reducing, and reusing.
	<u>Religion</u>					
	- Identify that my family may or may not have a religion - Identify that for Sikhs, 'Guru' means 'special teacher' - Hear story of Guru Nanak	- Engage in cultural celebrations for Diwali, Christmas and Hannukah - Hear story of Rama and Sita - Learn about Jesus' birth - Hear some stories about Jesus; learn these are important to Christians	- Name some places of worship and religious teachers - Reflect on Diwali, Christmas and Hannukah being special times; make links with religious teachers and places of worship	- Engage in cultural celebrations for Holi, Ramadan and Easter - Hear story of Ramadan - Hear story of Easter	- Hear two religious stories about how special the world is and how humans need to look after it: Muhammad and the Crying Camal and Seven New Kittens.	- Hear Christian story of creation - make links to recycling, reducing, and reusing.
	<u>Science</u>					
	- Articulate some biological attributes of humans, including parts of body and of face. - Begin to understand that humans have a mother and father. Begin to understand genetics – i.e. having the same skin colour as family members.	- Articulate some biological differences and similarities between humans and other animals. - Identify some animals that are nocturnal; articulate why humans are not nocturnal. - Name some light sources. - Investigate shadows, in natural and artificial light.	- Investigate floating and sinking (relating to boats/vehicles) - Start to understand forces, articulating pull and push.	- Use every day descriptive words to describe materials: shiny, rubbery, hard, soft. - Investigate and describe the properties of materials using scientific language: waterproof, absorbent, windproof. - Begin to interpret and name manmade and natural materials. - Begin to understand the importance of recycling, reducing, and reusing.	- Plant, grow, care for, and eat salad leaves. - Describe the growing process and identify what a plant needs to grow. - Continue to explore changes in state by making butter.	- Continue to explore changes in state when cooking, specifically heating for baking or melting - Explore mixing and quantities, starting to interpret language of units of measurements

<table>
<tr><td rowspan="2">Understanding the World</td><td colspan="6"><u>Computing</u></td></tr>
<tr><td colspan="2">- Technology role play – technology in the home corner
- Abstraction – sorting & classifying</td><td colspan="2">- Mini Mash – iPads
- Decomposition – Build a brick model with one group and take photographs. Use the photographs to enable other children to recreate the model.</td><td colspan="2">- Algorithmic thinking – make visual patterns out of objects of different sizes, colours, shapes.
- Logical Reasoning – testing materials e.g., make a parachute, test the gradient of a ramp.</td></tr>
<tr><td rowspan="5">Expressive Arts and Design</td><td colspan="6"><u>Everyday Provision</u></td></tr>
<tr><td colspan="6">- Opportunity to engage in both free choice and adult directed activities: children are taught new skills with the opportunity to embed these
- Experimentation with colour, form, function, texture and design through a range of media and materials, which grow and vary throughout the year
- Transient art materials available for exploration of shape, making links with creative and mathematical play
- Growing expectation for children to articulate purpose and to move from exploration into creation, particularly with painting
- A range of construction and joining tools available for ongoing experimentation and mastery
- A range of musical instruments and expressive materials – scarves, ribbons, wands – available for performances</td></tr>
<tr><td colspan="6"><u>Art and Design</u></td></tr>
<tr><td>- Squiggle whilst you wiggle.
- Notice patterns with a strong contrast and attracted to patterns resembling the human face.
- Explore paint using fingers and hands.
- Explore the marks made by rolling objects in paint such as marbles and small-world cars.
- Explore, manipulate, and play imaginatively with different materials using all of the senses.
- Start to make intentional marks – sometimes giving meaning to them.
- Makes accidental representations.
(Creates a form and then decides it is like something)- giving meaning to them.</td><td>- Squiggle whilst you wiggle.
- Identifies artworks that appeal to them.
- Enjoys experimenting with colour in a variety of ways.
- Read 'The Noisy Paint Box': The Colours and Sounds of Kandinsky's Abstract Art by Barb Rosenstock.
- Show children some of Wassily Kandinsky's paintings and discuss what they notice.
- Build and construct from simple objects.
- Provide paper plates, coloured paper cut into squares, a variety of media, paint, crayons, oil pastels, etc.- focus on language through discussion.
- Encourage children to make their own pictures.</td><td>- Squiggle whilst you wiggle.
- Show children Kandinsky's Sign with Accompaniment painting. Ask them about the shapes and the colours they can see.
- Provide card strips, art straws, twigs, etc. to make straight-line Compositions.
- Provide large pieces of paper, large brushes, and paints for children to make their own large painting.</td><td>- Squiggle whilst you wiggle.
- Draw with increasing complexity and detail e.g., representing a face with a circle and adding some details.
- Show different emotions in drawings.
- Artist: Shawn Hardy. Spring art: Making spring pictures
- Making collages using petals and leaves collected on a Spring walk.
- Spring photography using iPad.
- Printing with Flower heads, hands and fingers.</td><td>- Squiggle whilst you wiggle.
- Artist: Tracy McGuinness-Kelly
- Printing minibeast patterns- e.g., butterfly patterns/ folding paper.
- Printing with fruit and Vegetables.
- Drawing Observational drawing of the class butterflies – focusing on complexity, detail, shapes, texture, and pattern.</td><td>- Squiggle whilst you wiggle.
- Artist: Frederic Edwin Church Winslow Homer
- Use drawings to represent ideas like movement or loud noises- water, river, waterfalls.
- Know how to use a paint brush to fill shapes with colour.
- Create simple pictures by printing using.
found objects e.g., leaves- explore textures.
- Know how to use sponges to print areas of colour. - e.g., make patterns.
- Create closed shapes with continuous lines and use these shapes to represent objects.</td></tr>
<tr><td colspan="6"><u>Music</u></td></tr>
<tr><td>Learn song for Black History Month
Opportunities to explore rhythms, patterns and pitch with musical instruments</td><td>Learn Diwali song
Learn Christmas songs and perform for adults, along with dancing</td><td>Focus on singing in time and moving with music</td><td>Ongoing focus on singing in time and moving with music</td><td>Learn Eid Al Fitr song; record in video</td><td>Learn Celebration song</td></tr>
<tr><td colspan="6"><u>Design and Technology</u></td></tr>
</table>

	Make guitar using tissue boxes and elastic Use a wider range of tools for cutting, joining, and sticking Food technology – prepare toast	Sculpt using clay – Diva lamps and Christmas decorations Food technology – prepare Christmas cakes	Use split pins for joining – moving vehicles Build boat for floating/sinking investigation Food technology - pancakes	Build free standing structures with junk modelling Food technology – Easter treats Engage in woodwork for first time – simple nailing	Designing and building plant pots with a desired material: choice between clay or foil Food technology – churn butter and eat on cracker Extend woodwork – sawing and gluing	Weaving paper to make a basket Food technology – fruit kebabs; eating salad leaves grown in Summer 1 Extend woodwork – carrying out small projects

2.2 Reception Teaching Overview

Intended to meet age related expectations, our flexible curriculum will be adapted through short term planning, which is driven by assessment.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	What makes a friend?	What do I see?	Where will I go?	What is my favourite story?	What makes me strong?	
Quality Texts: Focus	 	 	  	  	  	  
Quality Texts: Additional	Cleversticks – Bernard Ashley My Shadow is Pink – Scott Stuart Ruby's Worry – Tom Percival Ravi's Roar – Tom Percival	When you're fast asleep Can't You Sleep, Little Bear? – Martin Waddell Night Light – J Dutro Funnybones – Janet & Allen Ahlberg The Best Diwall Ever – Ronali Shah Katie's Starry Night	The Train Ride An engineer like me All through the town Oi! Get Off Our Train – John Burningham Katie in London – James Mayhew Coming to England – Floella Benjamin Meg's Car – Helen Nicoll	Three Little Wolves and the Big Bad Pig Goldilocks – Allan Ahlberg Hansel and Gretel – Bethan Woolvin	The Extra Ordinary Gardener – Sam Boughton Gigantic Turnip – Niamh Sharkey Farm Chase – Rod Campbell Farmyard Hullabaloo	The Frog Olympics I am Hungry – Michael Rosen The Disgusting Sandwich – Gareth Edwards Wolfie's Secret – Niccala Senior Norah Ate and ate

Celebrations, Festivals and Events	Birthdays Autumn Equinox- Sept Black History- Oct Poetry Day– 6/10	Harvest Festival- Oct Diwali- End of Oct Halloween- 31/10 Bonfire Night- 5/11 Remembrance- 11/11 Hannukah- End of Nov Christmas – 25/12	New Year- 1/1 Lunar New Year – Feb Number Day- 4/2 Valentine's- 14/2 Spring	World Book D- March Holi – Middle of March St Patrick's Day- 17/3 Mother's Day- March Start Ramadan- April Easter- April	Eid Al Fitr- Start of May Mental Health Wk - May	Pride Month – June Father's Day- June Summer Solstice– June Eid Al Adha – July
Enrichment Ideas	<u>Visitors</u> Mums / dads Year 6 pupils <u>Experience</u> Making food for friend	<u>Visitors</u> Headteacher/Deputy Headteacher Parent for Diwali <u>Experience</u> Autumn walk in school grounds	<u>Visitors</u> Parent for Lunar NY <u>Experience</u> Walk in Old Moat area Map drawing of school	<u>Visitors</u> Parent for Holi Parent to read story Deputy head to read <u>Experience</u> Preparing pancakes Making Easter baskets	<u>Visitors</u> Parent for Eid <u>Experience</u> Trip to farm Planting	<u>Visitors</u> Year 1 Teachers <u>Experience</u> Transition to Year 1 Baking Cooking

Big Question Intent	Children will further explore rules, behaviour, rights, and rules. They will begin to decipher what is similar or different between themselves, their peers and family members. They will start to characterise the concept of friendship. Learning about their own rights will be linked to OHCHR; discussion around Farmer Duck will be linked to the fair treatment of others.	The winter celebrations of light, in Hindu, Jewish and Christian traditions, will be used as a springboard for discussion about diversity. Children will have the opportunity to carry out scientific investigation into shadows. Exploration of night and day will lead to learning about the cycle of the sun and moon, as well as nocturnal animals. Children will explore the artwork of Vincent Van Gogh, recreating and describing 'The Starry Night' and his other artworks.	Children will gain enhanced understanding adult job roles. For example, while revisiting the roles of doctors and nurses, children will begin to differentiate between dentists, paramedics, opticians, vets, and surgeons. Children will learn the names of buildings and structures in the community, drawing large-scale maps of the classroom/school and small-scale maps of Withington. Children will learn the names of a range of vehicles and categorise these: land, air, or sea; number of wheels; size.	In depth exploration of the focus texts will provide children with the opportunity for storytelling, story making and extensive opportunities for writing. Children will begin to decipher between fiction and non-fiction texts. Scientific exploration into materials and their properties will lead to D&T-focused junk modelling of houses and boats. Children will begin using scientific vocabulary to describe materials and their properties.	Focusing on texts centred on the farm, children will begin to differentiate between meat, dairy, vegetable, and fruit agriculture. Being brought to life by a visit to the farm, children will learn about the various uses of farm animals, as well as fruits and vegetables. Children will begin to contrast agriculture in the UK to Africa and Asia, including differences in livestock, fruits, and vegetables. Children will have the opportunity to plant, grow, care for, and eat their own salad leaves.	Now with an understanding of food sources, children will have the opportunity to handle , cook and eat food, following and writing their own recipes, including reference to quantities. Building on their understanding of healthy lifestyles from PSHE lessons, children will begin categorising healthy and treat foods and start to form an understanding of what a balanced diet looks like. Children will learn about the importance of exercise and can engage in competitive sports.
Literacy (English)	<u>Little Wandle Phonics</u> *Word Reading and Writing*					
	- Learn GPCS: s a t p i n m d g o c k ck e u r h b f l - Read tricky words: is I the - Orally segment and blend - Read and, with support, write CVC words	- Learn GPCS: ff ll ss j v w x y z zz qu sh th ng nk - Read tricky words: as and has his her go no to into she he of we me be - Read and write CVC words - Read and write short sentences - Read words with -s added at the end	- Learn GPCS: ai ee igh oa oo <u>oo</u> ar ur ow oi ear air er - Read tricky words: was you they my by all are sure pure - Read and write words with double letters: dd mm tt bb rr gg pp ff - Read longer words with two syllables	- Read and write words with two or more digraphs - Read and write words ending in -ing - Read and write compound words - Read and write words with -es at the end	- Read tricky words: said so have like some come love do were here little says there when what one out today - Reading and write longer words - Read and write words ending in -ed	- Secure spelling of tricky words - Consolidation period
	<u>Shared Talk</u>					
	- Articulating own likes and dislikes - Comparing - finding differences and similarities between peoples' physical attributes - Identifying positive and negative behaviours	- Comparing - darkness and light - Describing - sunset and sunrise; Van Gogh's artwork - Key vocabulary of cultural celebrations: Diwali, Christmas, Hannukah - Naming and describing nocturnal animals - Reading letters	- Naming buildings, professions, and vehicles – make links between these - Categorise vehicles, in a range of ways, and state why - Use a key when drawing maps - Begin formulating stories; person, vehicle, and place	- Recounting familiar stories in greater detail - Adapting stories – changing character, setting, problem - Understanding and using a range of adjectives - Articulating why a material is fit for purpose	- Comparing – fruit and vegetables; extending use of adjectives - Comparing – habitats and livestock, fruit, and vegetable of the UK to Africa and Asia - Understanding and recalling the planting process (read instructions) - Naming farm animals' young - Begin to understand agriculture as food source	- Understand, follow and formulate written recipes - Articulate simple aspects of a healthy lifestyle and balanced diet: healthy and treat foods; exercise - Categorise items with increased understanding and ability to describe why
	<u>Writing</u>					
	- Opportunities for name writing - Labelling of pictures - I am… sentences	- I can… sentences - I can see… sentences - Writing letters with 'to' and 'from'	- We will go to… sentences - He/she will go to… sentences - They will go to… sentences - We went to… sentences - They went to… sentences	- I will… speech bubbles - Beginning to extend writing - Unstructured sentence writing – various compositions	- Look at my… sentence - The… sentences - Continuing to extend writing and write with various compositions	- First… Second… instruction writing - Writing recounts - Continuing to extend writing and write with various compositions

Maths	<u>Number and Numerical Patterns</u> – NCETM Mastering Number					
	- Subitise within 3 (structured) - Revise numbers 1-5 - Consolidate 1:1 correspondence - Count to 5 - Recite counting rhymes and songs - Compose own arrangements - Further develop language or comparison (more/fewer/same)	- Subitise within 5 (structured) - Explore patterns within 4 - Use fingers to represent quantities to 5 - Develop cardinality of 5 - Count beyond 5 - Recognise numerals to 5 - Explore part – whole - Compare sets by looking/subitising - Further develop language of comparison (e.g., 1 more than 3)	- Subitise, recognising patterns within 5 (structured/random) - See patterns in numbers beyond 5 (5 and some more) - Count verbally to 20 and beyond - Use fingers to represent quantities to 10 - Order numerals to 10 - Explore composition of 5 - Recall 'hidden' parts of 5 (number bonds) - Further develop language of comparison (equal, unequal)	- Subitise by exploring symmetrical patterns (structured) – doubles - Consolidate understanding of cardinality within 10 - Explore verbal counting pattern beyond 20 - Explore composition of odd and even numbers (links to shape) - Make links between even and doubles - Explore composition within 10 - Begin reasoning about which is 'more'	- Identify when different patterns show the same number - Identify when similar patterns show different numbers - Subitise structured and random arrangements within 10 - Decide when it is appropriate to count or subitise - Start counting from different numbers - Explore composition of 10, including number bonds - Order sets of objects	- Consolidation period
	<u>Pattern, Shape, Space and Measures</u> – Based on NCETM Progression Charts					
	Pattern - Continue an ABC patter - Identify the unit of repeat in a simple pattern *Shape and Space* - Develop spatial vocabulary: learn more abstract shape names; hexagon, pentagon, oval - Develop spatial awareness: use polygons in art *Measures* Consolidate understanding and use of mathematical language	*Pattern* - Continue a pattern which ends mid-unit *Shape and Space* - Describe properties of 2D shapes: side, corner *Measures* - Continue to estimate and predict - Compare indirectly	*Pattern* - Make their own ABC, ABB and ABBC patterns *Shape and Space* - Develop spatial vocabulary: name some 3D shapes; cube, cuboid, pyramid, cylinder, sphere - Develop spatial awareness: use 3D shapes in construction *Measures* - Recognise the relationship between the size and number of units	*Pattern* - Symbolise the unit structure of patterns *Shape and Space* - Identify similarities between shapes - Show awareness of properties of 3D shapes (exploration) *Measures* - Begin to use units to compare things (non-standard)	*Pattern* - Generalise structures of patterns to another context or mode *Shape and Space* - Describe properties of 3D shapes: faces, vertices, edge *Measures* - Begin to experience specific time durations - Begin to use time to sequence events	*Pattern* - Make a pattern which repeats around a circle - Make a pattern around a border with a fixed number of spaces *Shape and Space* - Develop an awareness of relationships between shapes *Measures* - Continue to experience specific time durations - Continue to use time to sequence events
	<u>Maths Texts</u>					
	- I'm Number One – Pat Hutchins - Pattern Bugs / Fish – Trudy Harris - One Bear at Bedtime – M Inkpen - Mouse Shapes – Ellen Stoll Walsh	- 1 2 3 at the Zoo – Eric Carle - Circle/Triagle/Square – Mac Barnett - Pete the Cat and his 4 Groovy Buttons – Eric Litwin - 5 Little Fiends – Sarah Dyer - Witches Four – Marc Brown	- None the Number – Oliver Jeffers - The Ugly Five – Julia Donaldson - Balancing Act – Ellen Stoll Walsh - Six Dinner Sid – Inga Moore - Simon's Sock – Sue Hendra - Jasper's Beanstalk – Nick Butterworth	- Double the Ducks – Stuart J Murphy - One Odd Day – Doris Fisher - Grandpa's Quilt – Busy Franco - I Built a House – Chris van Dusen - In Every House on Every Street -	- Nine Naughty Kittens – Linda Jenny - How do Dinosaurs Count to 10? – Jane Yolen - Cockatoos – Quentin Blake - Ten Black Dots – Donald Crews - The Shopping Basket – John Burningham	- One Moose, 20 Mice – S Blackstone - Jack the Builder – Stuart J Murphy - 20 Big Trucks in the Middle of the Street - One Ted Falls Out of Bed – Julia Donaldson

<table>
<tr><td rowspan="3">Personal, Social and Emotional Development</td><td colspan="6"><u>Adult-led Daily Routines</u></td></tr>
<tr><td colspan="6">- Plan > Play > Review – Discuss selecting and using resources in the classroom and outdoor environment. By Autumn 2, name the various areas of the classroom and whether playing alone, with a friend or in a group. By Spring 2, begin naming resources used in specific areas. In Summer term, begin talking about what can be learnt or made in different areas.
- Zones of Regulation – Use ZoR to name and explore feelings and identify how others may feel, including as a result of our behaviour.
- Co-regulate with an adult where necessary. Continue to develop the ability to regulate own behaviour and express and moderate feelings in appropriate ways.
- Work cooperatively with adults and peers. Begin to find resolutions to conflict (with gradually less adult support).
- Continue to develop the skills to manage own basic hygiene, including by brushing teeth daily, washing hands after going to the toilet or outside, or before eating.
- Begin to understand the importance of exercise and healthy eating.
- Continue to develop understanding which parts of our bodies are private and should not be touched by other people.
- Begin to understand that we can interact with other people on the internet and how we should tell an adult if there is a problem.</td></tr>
<tr><td colspan="6"><u>PSHE - Jigsaw</u></td></tr>
<tr><td><u>Being Me in My World</u>
- Understand how it feels to belong and how we are similar and different
- Start to recognise and manage feelings
- Talk about working with other children
- Understand why it is good to be kind
- Start to understand children's rights
- Start to understand what being 'responsible' means</td><td><u>Celebrating Difference</u>
- Identify own skills
- Understand that everyone is good at different things
- Talk about our similarities and differences
- Talk about why our homes are special
- Describe how to be kind to a friend
- Talk about how to stand up for ourselves when someone is</td><td><u>Dreams and Goals</u>
- Start to understand perseverance
- Begin to set goals and work towards them
- Identify some kind words that can encourage our friends
- Describe how I feel when I achieve a goal Understand the links between what we learn at school and jobs we can do when adults</td><td><u>Healthy Me</u>
- Understand why we need exercise and rest
- Identify healthy and not so healthy foods
- Understand why we need sleep and how to help myself go to sleep
- Understand why we wash our hands and practise this regularly
- Talk about how to stay safe from strangers, in person and online</td><td><u>Relationships</u>
- Identify some of the jobs I do in my family and why I belong
- Talk about how we can make friends
- Think of ways to solve problems and conflict
- Start to understand the impact of unkind words
- Develop strategies to manage own feelings
- Talk about how to be a good friend</td><td><u>Changing Me</u>
- Name key parts of my body
- Talk about how to remain fit and healthy
- Understand that babies grow to adults
- Express how I feel about moving to Year 1
- Talk about my worries, concerns and hopes
- Share memories of the past year</td></tr>
<tr><td rowspan="2">Understanding the World</td><td colspan="6"><u>History</u></td></tr>
<tr><td>- Identify immediate and wider family members, naming some of them
- Think about relations further: i.e. Grandad is Mum's Dad.
- Articulate and understand own personal history: i.e. Children in nursery are younger.
- Begin to identify family's personal history: religion, ethnicity.
Articulate differences and similarities between themselves and peers and adults; including age and physical attributes.</td><td>- Explore figures from the past: Vincent Van Gogh and Guy Falkes; draw contrasts between then and now
- Contrast Jesus birth story to today's hospital births
Reflect on war history on Remembrance Day</td><td>- Contrast vehicles from today with vehicles/travel in the past.
- Recount seasonal changes observed so far.
- Explore future aspirations and occupations.
Explore figures from the past: Martin Luther King (MLK Day)</td><td>- Contrast life in traditional tales to current life: i.e. kitchen appliances, clothes, spinning wheel.
- Explore figures from the past: Grimms Brothers
Explore how Jesus appears in both Easter and Christmas stories</td><td>Contrast farming equipment from today and in history; explore idea of industrial progress.</td><td>- Reflect on history of the past year: what we have learnt and achieved
- Identify how we have grown so far in our lives and how we will continue to
- Create timelines of our lives so far
Explore figures from the past: Olympians and Paralympians</td></tr>
</table>

Understanding the World	Geography					
	- Ongoing identification of Autumn, Winter, Spring and Summer as the four seasons - Daily description of the weather, gradually relying less on visuals and making descriptions more complex: i.e. 'The weather is sunny but cold.' - Engaging in nature walks to the school garden each half term – talking about environmental changes and reflecting on previous findings - Ongoing anticipation of seasonal changes through daily routines: i.e. The leaves are falling off the trees – it will get colder and snow soon					
	- Talk about five senses when describing outdoor exploration. - Begin to identify family's personal history: country of origin.	- Articulate difference in day and night; sunrise and sunset. - Name some geographical features of Van Gogh's paintings: mountain, forest, field, river. - Contrast the built world with the natural world.	- See the globe as a representation of Earth; know that the world is round and not flat - Begin to articulate the geographical differences between towns, cities and countries - Interpret world, country and local maps – draw own maps of school and Old Moat; design a key - Name vehicles that can be used to travel on land, in air and on sea. - Engage in cultural celebrations for Lunar New Year; practice saying 'Hello' in Mandarin, Korean and Vietnamese	- Contrast the settings of traditional tales to life in the city: forest paths, streets, parks, etc. - Begin to interpret and name manmade and natural materials. - Begin to understand the importance of recycling, reducing, and reusing.	- Begin to differentiate between meat, dairy, vegetable, and fruit agriculture. - Describe what can be seen, heard, felt and smelt while on a visit to the farm. - Describe the various uses of farm animals: i.e. Cows give us milk and can be used for beef. - Describe the various uses of plants: i.e. Bread is made from flour, which is made from wheat. - Contrast life in the countryside and city. - Contrast agriculture in UK to Africa and Asia. - Plant, grow, care for and eat salad leaves.	- Reflect on Fair Trade - Continue to make links with food sources as we explore cooking - Contrast between food in UK and Africa and Asia; identify how foods we eat originate from other countries - Identify how sports originate from other countries. - Continue to learn about the importance of recycling, reducing, and reusing.
	Religion					
	- Identify that my family may or may not have a religion - Identify that for Sikhs, 'Guru' means 'special teacher' - Hear story of Guru Nanak	- Engage in cultural celebrations for Diwali, Christmas and Hannukah - Hear story of Rama and Sita - Learn about Jesus' birth - Hear some stories about Jesus; learn these are important to Christians	- Name some places of worship and religious teachers - Reflect on Diwali, Christmas and Hannukah being special times; make links with religious teachers and places of worship	- Engage in cultural celebrations for Holi, Ramadan and Easter - Hear story of Ramadan - Hear story of Easter	- Hear two religious stories about how special the world is and how humans need to look after it: Muhammad and the Crying Camal and Seven New Kittens.	- Hear Christian story of creation - make links to recycling, reducing, and reusing.
	Science					
	- Articulate some biological attributes of humans, including parts of body and of face. - Begin to understand that humans have a mother and father. Begin to understand genetics – i.e. having the same skin colour as family members.	- Articulate some biological differences and similarities between humans and other animals. - Identify some animals that are nocturnal; articulate why humans are not nocturnal. - Name some light sources. - Investigate shadows, in natural and artificial light.	- Investigate floating and sinking (relating to boats/vehicles) - Start to understand forces, articulating pull and push.	- Use every day descriptive words to describe materials: shiny, rubbery, hard, soft. - Investigate and describe the properties of materials using scientific language: waterproof, absorbent, windproof. - Begin to interpret and name manmade and natural materials. - Begin to understand the importance of recycling, reducing, and reusing.	- Plant, grow, care for, and eat salad leaves. - Describe the growing process and identify what a plant needs to grow. - Continue to explore changes in state by making butter.	- Continue to explore changes in state when cooking, specifically heating for baking or melting - Explore mixing and quantities, starting to interpret language of units of measurements

<table>
<tr><td rowspan="2">Understanding the World</td><td colspan="6"><u>Computing</u></td></tr>
<tr><td colspan="2">- Use iPads for Mini Mash games.
- Algorithmic thinking – create a set of instructions to build a model from Lego.
- Algorithmic thinking – make visual patterns out of objects of different sizes, colours and shapes.</td><td colspan="2">- Use BeeBots – linked learning to maps. Support with BeeBots app on iPads.
- Decomposition – Plan a picnic, including each stage, with photographs for each: i.e. decide what to eat, shopping list, prepare food. Break preparation into different stages: i.e. make sandwiches. Decorate cakes.
- Logical reasoning – testing of materials and deciding which is the most suitable material.</td><td colspan="2">- Using the computer suite in small groups. Logging into the school network, practicing mouse control skills on Mini Mash.
- Evaluation – Evaluating tests and experiments</td></tr>
<tr><td rowspan="4">Expressive Arts and Design</td><td colspan="6"><u>Everyday Provision</u></td></tr>
<tr><td colspan="6">- Opportunity to engage in both free choice and adult directed activities: children are taught new skills with the opportunity to embed these
- Experimentation with colour, form, function, texture and design through a range of media and materials, which grow and vary throughout the year
- Transient art materials available for exploration of shape, making links with creative and mathematical play
- Growing expectation for children to articulate purpose and to move from exploration into creation, particularly with painting
- A range of construction and joining tools available for ongoing experimentation and mastery
- A range of musical instruments and expressive materials – scarves, ribbons, wands – available for performances</td></tr>
<tr><td colspan="6"><u>Art and Design</u></td></tr>
<tr><td>- Artist focus: famous portraits e.g., Picasso
Beginning to use art to demonstrate feelings.
- Explore primary colours and begin to articulate exploration of colour mixing.
- Use a wider range of tools for purpose in a new setting.
- Draw and paint faces with increased detail, including after looking in a mirror.
- Draw and paint bodies with increased detail, remembering limbs.
- Beginning to use painting and drawing to represent actions and objects.</td><td>- Artist focus: Vincent Van Gogh
- Selecting colours and materials for choice – painting Christmas trees
- Painting Hanukkiahs
- Likes art that is realistic and relates to their experience.
- Ask them to find similarities and differences.
- Encourage children to talk about their artworks (processes
as well as product).
- Diwali Rangoli Patterns
- Firework art - use different brushes and resources to create different effects.
- Experiment with mixing colours - watch Colour blocks for ideas</td><td>- Artist focus: Andy Warhol 'Cars'
- Drawing and painting vehicles- printing focus
- Drawing maps and using shapes to represent buildings: growing difference between drawing and writing.
- Collage using recycled materials- focus on language through discussions.
- Exploring different media – clay, plasticine, etc.</td><td>- Artist focus: John Bauer Adrienne Segur
- Drawing and painting characters from traditional tales including model making (including Playdough)
- Opportunities to follow step-by-step drawing tutorials.
- Expand media selection by using charcoal.
- Build, destroy and reconstruct materials.</td><td>- Artist focus:
William Henry
- Drawing still life of vegetables and fruits – focus on perspective, dimensions, complexity, and detail, focusing on different lines.
- Making seed packets
Printing with fruit and Vegetables in clay and dough.</td><td>- Artist: Georgia O'Keefe
Seurat
- Encourage children to look at the natural world.
- Use the environment to inspire their own paintings-patterns.
- Show children some of Georgia O'Keefe's paintings and ask them what they notice.
- Observational drawings of flowers such as daffodils and tulips using a range of media.
- Opportunities for drawing outside, including observational drawing and landscape drawing.
- Consideration of artistic representation (pointillism by Seurat)
- Children to compare the work of each new artist you introduce with the work of ones already explored.</td></tr>
<tr><td colspan="6"><u>Music</u></td></tr>
<tr><td>- Learn song for Black History Month
- Opportunities to explore rhythms, patterns and pitch with musical instruments</td><td>- Learn Diiwali song
- Learn Christmas songs and perform for adults, along with dancing</td><td>- Focus on singing in time and moving with music</td><td>- Ongoing focus on singing in time and moving with music</td><td>- Learn Eid Al Fitr song; record in video</td><td>- Learn Celebration song</td></tr>
</table>

	<u>Design and Technology</u>					
	- Make guitar using tissue boxes and elastic - Use a wider range of tools for cutting, joining, and sticking - Food technology – prepare toast	- Sculpt using clay – Diva lamps and Christmas decorations - Food technology – prepare Christmas cakes - Cutting fabric using scissors to make a Remembrance Poppy	- Use split pins for joining – moving vehicles - Build boat for floating/sinking investigation - Food technology - pancakes - Collaging tissue paper for Valentine's Day heart	- Build free standing structures with junk modelling - Food technology – Easter treats - Engage in woodwork for first time – simple nailing	- Designing and building plant pots with a desired material: choice between clay or foil - Food technology – churn butter and eat on cracker - Extend woodwork – sawing and gluing	- Weaving paper to make a basket - Food technology – fruit kebabs; eating salad leaves grown in Summer 1 - Extend woodwork – carrying out small projects

3 Golden Threads

Several concepts, attitudes and beliefs are imparted through our everyday systems, routines and interactions with our children. They are not necessarily recorded in our curriculum, yet make up much of our daily practice.

The Characteristics of Effective Teaching and Learning	
playing and exploring	children investigate and experience things, and 'have a go'
active learning	children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
creating and thinking critically	children have and develop their own ideas, make links between ideas, and develop strategies for doing things



4 A Love of Reading

Our curriculum is fuelled by story, poetry, nursery rhyme and information sharing. Adequate time is also given for children to choose texts, following their interests. Nursery and Reception additionally have a 'Reading Spine' of stories which are told and revisited throughout the year.

When do we read?

Literacy Sessions > Shared Snack Time > Transition Points

What do we read?

Focus Texts	*Additional Texts*	*Information*	*Maths Stories*	*Reading Spine*	*Poetry Basket*	*Read for Pleasure*
Stories related to Big Question and explored in depth	Complementary stories related to Big Question	Information texts or online sources related to Big Question	White Rose suggested stories to complement maths learning	A selection of stories we revisit and retell often	A selection of poems we revisit and retell often	Stories or information books chosen from our reading area

Nursery Reading Spine		*Reception Reading Spine*	
The Very Hungry Caterpillar - Eric Carle We're Going on a Bear Hunt- Michael Rosen & Helen Oxbury Each Peach Pear Plum - Janet & Allan Ahlberg Brown Bear, Brown Bear -Bill Martin Jr & Eric Carle	The Train Ride - Jane Crebbin Dear Zoo - Rod Campbell Handa's Surprise - Eileen Browne Jack and the Beanstalk Goldilocks and the Three Bears The Gingerbread Man The Gruffalo - Julia Donaldson Zog - Julia Donaldson The Tiger Who Came for Tea – Judith Kerr	Owl Babies - Martin Waddell & Patrick Benson Shark in the Park - Nick Sharrall Funny Bones – Janet & Allan Ahlberg Anancy and Mr Dry Bone - Fiona French Goodnight Moon - Margaret Wise Brown	Rosie's Walk - Pat Hutchins On the Way Home - Jill Murphy Jack and the Beanstalk Goldilocks and the Three Bears The Gingerbread Man The Gruffalo - Julia Donaldson Zog - Julia Donaldson The Tiger Who Came for Tea – Judith Kerr

Poetry Basket

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Chop Chop	Leaves are Falling	Popcorn	Spring Wind	I Have A Little Frog	The Fox
Pointy Hat	Breezy Weather	A Little House	Furry Furry Squirel	Dance	Monkey Babies
Five Little Pumpkins	Who Has Seen the Wind?	Pancakes	Hungry Birdies	Pitter Patter	Thunderstorm
Wise Old Owl	Cup of Tea	Let's Put on Our Mittens	A Little Seed	Sliced Bread	Five Little Owls
Falling Apples	Mice	I Can Build A Snowman	Stepping Stones	A Little Shell	If I Were So Very Small
A Basket of Apples	Shoes	Carrot Nose	Mrs Bluebird	Five Little Peas	Under a Stone

5 Literacy Overview

5.1 Nursery

This overview follows the principle of all literacy teaching having elements of shared storytelling, shared talk, and shared writing.

		Week 1	*Week 2*	*Week 3*	*Week 4*	*Week 5*	*Week 6*
Autumn 1	*Big Question*	<u>Who am I?</u>					
	Shared Storytelling	Happy to Be You – Emma Dodd			Super Duper You – Sophy Henn		
	Shared Talk	What's my name?	What do I look like?	Noticing differences in appearance	Who's in my family?	What's my favourite toy?	What's my favourite food/snack?
	Shared Writing	Name writing	Name writing	Name writing	One word labels	One word labels	One word labels
Autumn 2	*Big Question*	<u>What's that sound?</u>					
	Shared Storytelling	Dinosaur Roar! – Paul and Henrietta Stickland			And the Train Goes… - William Bee		
	Shared Talk	Farm animals	Zoo animal	Categorising farm, zoo and dinosaurs	Vehicles	Singing songs	Body percussion
	Shared Writing	Labelling	Labelling	Caption writing	Caption writing	List writing	List writing
Spring 1	*Big Question*	<u>How am I today?</u>					
	Shared Storytelling	The Colour Monster – Anna Llenas			The Colour Monster Goes to School – Anna Llenas		
	Shared Talk	Initial identification of emotions	Categorising emotions	What makes you feel that way?	Ways to feel better again (regulation)	Birthdays/party	Birthdays/party
	Shared Writing	Labelling	Word maps	Word maps	Caption writing	Writing cards	Writing cards

Spring 2	*Big Question*	<u>Who can help me?</u>					
	Shared Storytelling	Emergency! – Margaret Mayo & Alex Ayliffe			A Superhero Like You – Ranj Singh		
	Shared Talk	Emergency services	Emergency services	People who work in school	Family members	Role of family	
	Shared Writing	Caption writing	Letter writing with 'to' and 'from'	Letter writing with 'to' and 'from'	Letter writing with 'to' and 'from'	Letter writing with 'to' and 'from'	
Summer 1	*Big Question*	<u>What does it feel like?</u>					
	Shared Storytelling	The Very Hungry Caterpillar – Eric Carle		We're Going on a Lion Hunt – The Kiboomers			
	Shared Talk	Recounting story	Lifecycle of Butterfly	Recounting story	Sorting materials	Comparing life in Africa to England	
	Shared Writing	Story maps	Recounting	Story maps	Recounting	Sentence modelling	
Summer 2	*Big Question*	<u>What does water do?</u>					
	Shared Storytelling	The Rainbow Fish – Marcus Pfister			Get Busy This Summer! – Stephen Waterhouse		
	Shared Talk	Under the Sea	Using water to grow	Using water to grow	Using water to wash	Celebration of achievements	Celebration of achievements
	Shared Writing	I am… sentences	I am… sentences	It can… sentences	It can… sentences	Unstructured	Unstructured

5.2 Reception

This overview follows the principle of all literacy teaching having elements of shared storytelling, shared talk, and shared writing.

		Week 1	*Week 2*	*Week 3*	*Week 4*	*Week 5*	*Week 6*
Autumn 1	*Big Question*	<u>What makes a friend?</u>					
	Shared Storytelling	Together We Can – Caryl Hart & Ali Pye			Farmer Duck – Martin Waddell		
	Shared Talk	Articulate own likes/dislikes	Identify differences between peers	Identify positive and negative behaviours	School/classroom rules	Articulate positive qualities of a friend	What to do if someone is unkind
	Shared Writing	Name writing	Labelling actions	Labelling actions	I am… sentences	I am… sentences	I am… sentences
Autumn 2	*Big Question*	<u>What do I see?</u>					
	Shared Storytelling	My Pet Star – Corinne Averiss			Owl Babies – Martin Waddell		
	Shared Talk	Darkness/light	Diwali	Sun/Moon	What happens at nigh time	Nocturnal Animals	Christmas
	Shared Writing	I can… sentences	I can… sentences	I can see… sentences	I can see… sentences	Letter writing with 'to' and 'from'	Letter writing with 'to' and 'from'
Spring 1	*Big Question*	<u>Where will I go?</u>					
	Shared Storytelling	All Through My Town – Jean Reidy			Martha Maps it out – Leigh Hodgkinson		
	Shared Talk	Buildings in Old Moat	People who work in Old Moat	Emergency/Road Safety	Categorising transport	Maps	Story board – person – vehicle - place
	Shared Writing	We will go to…	He/she will go to…	They will go to…	We went to…	He/she went to…	They went to…

Spring 2	*Big Question*	<u>What is my favourite story?</u>				
	Shared Storytelling	The Three Little Pigs		Hansel & Gretel		
	Shared Talk	Recounting/ Mapping Story	Twisting story – change character	Why these materials?	Materials and properties	Change material to twist story
	Shared Writing	I will… Speech bubbles	I will… Speech bubbles	*Unstructured* Speech bubbles	*Unstructured* Speech bubbles	*Unstructured* Speech bubbles
Summer 1	*Big Question*	<u>What makes me strong?</u>				
	Shared Storytelling	Oliver's Vegetables – Alison Bartlett & Vivian French			Faruq and the Wiri Wiri	
	Shared Talk	Categorising fruits/vegetables	Planting process	Planting process	Healthy Eating	Recipe writing
	Shared Writing	Look at my…	Look at my…	The…	The…	*Unstructured*
Summer 2	*Big Question*	<u>What makes me strong?</u>				
	Shared Storytelling	A Squash and A Squeeze – Julia Donaldson			Frog Olympics	
	Shared Talk	Story telling	Recount language	Recount language	Healthy lifestyles	Celebration of achievements	Celebration of achievements
	Shared Writing	First… Second… Instruction writing	First… Second… Instruction writing	First… Second… Instruction writing	Recounts	Recounts	Recounts

6 Developmental Pathway

Notes in grey are ideas of how practitioners at Old Moat plan to foster progress.

6.1 Communication and Language • Listening, Attention & Understanding • Speaking

Birth to Three Observation Checkpoints *Used to assess if child is on track at Nursery baseline – taken from Development Matters (DfE, 2021) with additional Old Moat checkpoints.*

Listening, Attention and Understanding

Around the age of 2: Can the child understand many more words than they can say – between 200–500 words? Can the child understand simple questions and instructions like: "Where's your hat?" or "What's the boy in the picture doing?"

Around the age of 3: Can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?"

Speaking

Towards their second birthday: Can the child use up to 50 words? □ Is the child beginning to put two or three words together: "more milk"? Is the child frequently asking questions, such as the names of people and objects?

Towards their third birthday: Can the child use around 300 words? These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing). □ Is the child linking up to 5 words together? Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') - these may not always be used correctly to start with. Can the child follow instructions with three key words like: "Can you wash dolly's face?"

Learning Priorities for Nursery

Autumn

Listening, Attention and Understanding

- Pay attention to one thing at a time
  - ⇨ *Listen 1:1 to develop independence within daily routine*
  - ⇨ *Participate in short multi-sensory key person group time*
- Enjoy listening to stories and *begin to* remember much of what happens
  - ⇨ *Listen to short stories with illustrations / props / sounds*
  - ⇨ *Recall key events / name key characters*
  - ⇨ *Begin to join in text retell with some actions*
- Follow an instruction with one part
  - ⇨ *Linked to: □ daily routine □ Key Person group activities*
  - ⇨ *Special events: Autumn walk*
- Understand simple questions about 'who', 'what' and 'where'
  - ⇨ *Get to know: □ one another □ new learning space*
  - ⇨ *Find body / move different body parts*
  - ⇨ *Recount of autumn walk*
- *Begin to* understand some 'why' questions *related to own experiences*
  - ⇨ *Autumn experiences*

Speaking

- *Begin to* use a wider range of vocabulary
  - ⇨ *Linked to: □ daily routine □ themes*

Spring

Listening, Attention and Understanding

- Enjoy listening to stories & remember much of what happens
- *Begin to* shift attention from one thing to another when needed and given a prompt
- *Begin to* understand and follow a two-part instruction
- Understand some 'why' questions
- *Begin to* show an understanding of some prepositions
- *Begin to* listen to others in a small group

Speaking

- Use a wider range of vocabulary
- *Continue to* develop and sing a repertoire of songs
- Sing a range of rhymes/songs as part of a group
- Talk about a familiar book and *begin to* tell a simple story
- *Continue to* develop communication, using future and past tense (not always correctly)
- Use longer sentence of 4/6 words
- *Begin to* join sentences with 'and'
- Start a conversation with an adult / friend and *begin to* continue it with many turns
- Use talk to organise self / play
- *Begin to* retell a simple past event in correct order
- *Begin to* express a point of view

Summer

Listening, Attention and Understanding

- Enjoy listening to longer stories *(with increased attention)* and can remember much of what happens
- Shift their attention from one thing to another when needed and given a prompt
- Understand and follow a two-part instruction
- Understand and respond confidently to simple 'why' questions
- Show an understanding of some prepositions
- Listen to others in a small group

Speaking

- User a wider range of vocabulary in a range of contexts
- Sing a large repertoire of songs
- Sing a range of songs/rhymes as part of a group and independently
- Talk about a familiar book and tell a longer story
- Develop communication, *begin to* use a wider range of tenses (with correct use of most tenses)
- Use sentences joined by other words such as like / because

▪ Learn new rhyme and *begin to* develop a repertoire of songs ⇨ *Join in with actions / props* ⇨ *Fill in some missing words* ▪ *Begin to* talk about a familiar book one-to-one ⇨ *Comment on an illustration …picture / illustration* ⇨ *Favourite character / part … character / events* ▪ Develop communication, *begin to* use different tenses ▪ *Begin to* use longer sentences of 4/6 words ▪ Start a conversation with an adult / friend ▪ *Begin to* use talk to organise selves / play		▪ Start a conversation with an adult / friend & continue it with many turns ▪ Retell a simple past event in correct order ▪ Use talk more confidently to organise selves / play ▪ Express a point of view & debate when they disagree with an adult /friend, using words as well as actions

Nursery Observation Checkpoints *Used to assess throughout Nursery and at baseline for Reception new starter pupils– taken from Development Matters (DfE, 2021) with additional Old Moat checkpoints.*

Listening, Attention and Understanding

Around the age of 3**:** Can the child shift from one task to another if you fully obtain their attention, for example, by using their name?

Additional OM checkpoint – Around the age of 4: Around the age of 4: Is the child joining in with Phase 1 phonics activities? Are they able to discriminate between different sounds – environmental, instrumental, body percussion and voice? Are they able to remember sounds they hear?

Speaking

Around the age of 4**:** Is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"? Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Can the child answer simple 'why' questions?

Additional OM checkpoint - Around the age of 4: Is the child able to talk about the sounds they hear? Are they able to make different voice sounds, linked to early phonemic development?

Learning Priorities for Reception

Autumn	Spring	Summer (ELGs)
Listening, Attention and Understanding ▪ Understand a question or instruction that has two parts ⇨ *Daily routines e.g. tidy up time, challenges… instruction* ▪ Understand 'why' questions ⇨ *Why do you think he/she feels…?* ▪ Understand how to listen carefully and why listening is important ▪ Learn new vocabulary linked to daily routine / theme ⇨ *See UW: □ Me and My Family □ Autumn □ Celebrations* ▪ *Begin to* engage in story time ⇨ *Join in with repeated refrains / fill in rhyming words* ▪ Listen to and *begin to* talk about stories to build familiarity and understanding ⇨ *Discuss characters, events, setting … character, happened* ▪ Listen carefully to rhymes and songs and *begin to* pay attention to how they sound ⇨ *Learn rhymes, songs & poems*	**Listening, Attention and Understanding** ▪ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ▪ Listen carefully to and learn rhymes, poems and songs ▪ Listen to and talk about stories to build familiarity and understanding ▪ *Begin to* listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary ▪ *Begin to* understand humour *e.g. nonsense rhymes / jokes* **Speaking** ▪ Use new vocabulary in different contexts ▪ Ask questions to find out more and to check they understand what has been said to them ▪ Articulate their ideas & thoughts in well-formed sentence ▪ Connect one idea or action to another using a range of connectives ▪ Describe events in some detail	**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 **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

⇨ *Anticipate words, begin to adapt phrases (with support)* **Speaking** ▪ Use new vocabulary throughout the day ▪ *Begin to* ask questions to find out more and to check they understand what has been said to them ⇨ *Model & encourage questions after instructions* ▪ *Begin to* articulate their ideas and thoughts in well-formed sentence ⇨ *Express □ Ideas to friends □ Book talk* ▪ *Begin to* connect one idea or action to another using a range of connectives… because, although, but. ▪ *Begin to* describe events in some detail ▪ Develop social phrases ⇨ *Routines of the day … greetings, How are you?* ⇨ *Friendship … Would you like to…?* ▪ *Begin to* retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words ⇨ *Focused & linked texts – within small world / role play*	▪ Use talk to help work out problems, organise thinking & activities explain how things work/why things happen ▪ Develop and use social phrases with confidence ▪ Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	

6.2 Personal, Social and Emotional Development • Self-Regulation • Managing Self • Building Relationships

Birth to Three Observation Checkpoints *Used to assess if child is on track at Nursery baseline – taken from Development Matters (DfE, 2021) with additional Old Moat checkpoints.*

Self-Regulation

Around the age of 2: □ Does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear?

Additional OM checkpoint – Around the age of 3: Does the child show increased levels of concentration at an activity of their choice? Do they make learning choices across provision, indoors and outdoors?

Managing Self

Additional OM checkpoint – Around the age of 3: Are they demonstrating increased levels of independence within the daily routine e.g. accessing provision, making learning choices ...? Do they show awareness of appropriate learning behaviours across the day e.g. looking, listening and joining in at group time?

Building Relationships

Between the ages of 2 and 3: □ Does the child start to enjoy the company of other children and want to play with them?

Note: watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.

Learning Priorities for Nursery

Autumn

Self-Regulation

- Show 'effortful control'
  - ⇨ *With support follow the daily routine*
  - ⇨ *Play with others, sharing resources / taking turns*
- *Begin to* talk about feelings … happy / sad / because
  - ⇨ *Show / imitate different emotions and label*
  - ⇨ *I am happy / sad because ….*
- *Begin to* show awareness of how others might be feeling
  - ⇨ *Offer comfort to a child who is upset / laugh with others*
  - ⇨ *Identify feelings of main characters in texts, looking carefully at illustrations*
- *Begin to* recognise that some actions can hurt the feelings of others
  - ⇨ *Identify action that made someone else upset*
- *With support begin to* find solutions to some conflicts
  - ⇨ *Sharing resources / taking turns e.g. bike track*

Managing Self

- Show interest in a range of experiences, indoors and outdoors
  - ⇨ *Familiar and some new*
- *Begin to* select and use continuous provision resources, with help when needed … resources
  - ⇨ *Make independent learning choices … learning / play*

Spring

Self-Regulation

- Talk about feelings using words like 'happy' and 'sad' and *begin to* use other words
- *With support begin to* understand and talk about how others might be feeling and the reasons why
- *Begin to* help to find solutions to conflicts and rivalries. *For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.*
- *With support begin to* talk with others to resolve conflicts

Managing Self

- *Begin to* select and use activities and resources to achieve a set goal
- Settle to an activity *of choice* for some time
- Increasingly follow classroom *routines* and rules *(with reduced practitioner guidance)*
- *Develop independence* within self-care routines

Building Relationships

- Play with one or more other children
- Take play in pretend play with one or more children
- See themselves as part of a community
- *Begin to* share and take turns with others
- *Begin to* extend and elaborate play ideas with others

Summer

Self-Regulation

- Talk about their feelings using a range of words
- Begin to understand how others might be feeling.
- Help to find solutions to conflicts and rivalries.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.

Managing Self

- Select and use activities and resources, with help when needed - to achieve a goal they have chosen, or one which is suggested to them.
- Settle to an activity for some time
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Be increasingly independent in meeting own care needs
- Make healthy choices about food, drink, activity and toothbrushing.

Building Relationships

- Develop sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.

⇨ *Put resources back in right place once used* ▪ *With support begin to* follow classroom routines and rules ▪ *Begin to* be independent within self-care routines ⇨ *Toileting / Handwashing / Snack time / Outdoor time* **Building Relationships** ▪ *Begin to play* with one or more other children ⇨ *Child-initiated learning / small group activities* ▪ *Begin to* see themselves as part of a community ⇨ *Key Person group / nursery / family*		▪ Play with one or more other children, extending and elaborating play ideas.

Nursery Observation Checkpoints *Used to assess throughout Nursery and at baseline for Reception new starter pupils– taken from Development Matters (DfE, 2021) with additional Old Moat checkpoints.*

Self-Regulation

Around the age of 3: Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?

Around the age of 4: Can the child generally negotiate solutions to conflicts in their play?

Managing Self

Around the age of 3: Can the child settle to some activities for a while?

Around the age of 4: Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example? □

Building Relationships

Around the age of 4: Does the child play alongside others or do they always want to play alone? Does the child start to enjoy the company of other children and want to play with them?

Learning Priorities for Reception

Autumn	Spring	Summer (ELGs)
Self-Regulation ▪ Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries … fair, agree, turns, together, share ⇨ *How to compromise and negotiate to solve problems* ⇨ *Use □ book talk □ puppets □ real life experiences* ▪ *Begin to* express feelings and consider the feelings of others ⇨ *Identify and name emotions … emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited* ⇨ *Link book character's emotion to own experiences … expression, mood, feeling/emotion* ▪ *Begin to* set own goals and show resilience and perseverance in the face of challenge ⇨ *Set a shared goal with a friend* ▪ *Begin to* identify and moderate own feelings socially and emotionally ⇨ *Focus on □ keeping calm □ being patient □ waiting for a turn □ sharing □ tidying up after themselves* **Managing Self**	**Self-Regulation** ▪ Express feelings and consider the feelings of others ▪ Set own goals and show resilience and perseverance in the face of challenge ▪ Identify and moderate own feelings socially and emotionally ▪ Think about the perspectives of others **Managing Self** ▪ Manage own self-care needs ▪ Know and talk about the different factors that support their overall health and wellbeing: □ sensible amounts of 'screen time' □ having a good sleep routine □ being a safe pedestrian **Building Relationships** ▪ See self as a valuable individual ▪ Build constructive and respectful relationships	**Self-Regulation** ▪ 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 to follow instructions involving several ideas or actions **Managing Self** ▪ 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

▪ *Manage own self-care needs … fasten* ⇨ *Independent use of □ zips □ buttons □ coats □ shoes* ▪ *Develop confidence* to try new activities and show independence ⇨ *Access all types of enhancements (indoors & outdoors)* ▪ Know and *begin to* talk about the different factors that support their overall health and wellbeing: ⇨ *Toothbrushing – importance and how … clean, decay* ⇨ *Talk about importance of daily exercise and healthy eating … exercise, healthy / unhealthy, heartbeat, fit* **Building Relationships** ▪ *Begin to* see self as a valuable individual ⇨ *Describe self, positively … proud, special, love (use books: 'Happy in Our Skin' & 'My Hair')* ▪ *Begin to* build constructive and respectful relationships ⇨ *Use social language to develop friendships see CL*		**Building Relationships** ▪ 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

6.3 Physical Development • Gross Motor Skills • Fine Motor Skills

Birth to Three Observation Checkpoints *Used to assess if child is on track at Nursery baseline – taken from Development Matters (DfE, 2021) with additional Old Moat checkpoints.*

Gross Motor Skills

Around their second birthday: Can the toddler run well, kick a ball, and jump with both feet off the ground at the same time?

Around their third birthday: Can the child climb confidently, catch a large ball and pedal a tricycle?

Note: look out for babies and young toddlers who appear underweight, overweight or to have poor dental health. You will need to work closely with parents and health visitors to help improve the child's health.

Fine Motor Skills

Additional OM checkpoint – Around the age of 3: Does the child show interest in fine motor activities? If not, how can this be developed through their interests? Are they beginning to develop a dominant hand?

Learning Priorities for Nursery

Autumn

Gross Motor Skills

- *Continue to* develop movement skills of walking and running
  - ⇨ *Negotiating space*
  - ⇨ *Begin to adapt speed / direction to avoid obstacles*
- *Continue to* develop climbing skills
  - ⇨ *Use stairs using alternate feet*
  - ⇨ *With support explore climbing frame*
- *Continue to* develop balancing skills
  - ⇨ *Complete low level obstacle courses*
  - ⇨ *Walk up / down a ramp*
  - ⇨ *Stand still*
  - ⇨ *Stand on one leg*
- *Begin to* learn to hop
- *Continue to* develop riding skills – scooter / trike / balance bike
  - ⇨ *Use bike track: □ following track □ right direction*
  - ⇨ *Stop / start*
- *Continue to* develop ball skills
  - ⇨ *Rolling (partner / circle games)*
  - ⇨ *Kicking*
- *Begin to* use large-muscle movements to
  - ⇨ Wave flags and streamers (top to bottom / anti-*clockwise)*
  - ⇨ *Paint and make marks (top to bottom / anti-clockwise)*

Fine Motor Skills

Spring

Gross Motor Skills

- *Continue to* develop movement of walking and running
- *Continue to* develop climbing skills
- *Continue to* develop balancing skills
- Learn to hop
- *Begin to* learn to skip
- *Continue to* develop riding skills
- *Continue to* develop ball skills
- Use large muscle movements
- *Begin to* remember some sequences and patterns of movement related to music and rhythm
- *Begin to* take part in some group team activities
- *Begin to* match developing physical skills to tasks and activities in setting
- Choose the right resource to carry out chosen plan
- *Begin to* collaborate with others to manage large items

Fine Motor Skills

- Show preference a for a dominant hand
- *Continue to* learn to use a knife and fork
- Increase independence getting dressed and undressed
- Use a *range of* one-handed tools and equipment
- *Continue to develop a* comfortable grip with good control when holding pens and pencils.

Summer

Gross Motor Skills

- *Begin to* refine movement of walking and running
- *Begin to* refine climbing skills
- *Begin to* refine balancing skills
- Learn to skip
- *Continue to* develop riding skills
- *Continue to* develop ball skills
- Use large muscle movements
- Remember some sequences and patterns of movement related to music and rhythm
- Take part in some group team activities
- Match developing physical skills to tasks and activities in setting
- Choose the right resource to carry out chosen plan
- Collaborate with others to manage large items

Fine Motor Skills

- Use one-handed tools and equipment.
- Eat independently using a knife and fork
- Be increasingly independent getting dressed and undressed
- Use a comfortable grip with good control when holding pens and pencils.

▪ *Learn to use the toilet with help, and then independently*. ▪ *Begin to* show a preference for a dominant hand ▪ *Begin to* learn to use a knife and fork ▪ *Begin to* get dressed independently for outdoor play ▪ Use *some* one-handed tools and equipment ⇨ *Across provision: □ Pouring / filling □ Stirring / mixing □ Rolling □ Painting / Drawing / mark making …* ▪ *Begin to develop* a comfortable grip when using pencils / pen ⇨ *Model and encourage a tripod grip*		

Nursery Observation Checkpoints *Used to assess throughout Nursery and at baseline for Reception new starter pupils– taken from Development Matters (DfE, 2021) with additional Old Moat checkpoints.*

Gross Motor Skills

Note: Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.

Additional OM checkpoint – Around the age of 4: Are children happy to join in outdoor play? If not, use children's interests to encourage outdoor learning and development of gross motor skills.

Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.

Fine Motor Skills

Additional OM checkpoint – Around the age of 4: Does the child show interest in fine motor activities? If not, how can this be developed through their interests? □ Do they use one handed tools, including pencils, with increasing control?

Learning Priorities for Reception

Autumn	Spring	Summer (ELGs)
Gross Motor Skills ▪ Revise and refine the fundamental movement skills they have already acquired: - *rolling - crawling - walking - jumping - running - hopping - skipping – climbing* ⇨ *Engage in and develop confidence in actions* ▪ *Begin to* develop overall body-strength, balance, co-ordination, and agility. ⇨ *Use above actions, within obstacle courses … balance, obstacle, spatial, prepositions* ⇨ *Set own physical challenge … challenge, goal* ▪ *Begin to* use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor … *straight, upright, flat* ▪ *Begin to* combine different movements with ease and fluency ⇨ *See above obstacle course* ⇨ *Change movements / directions quickly* ▪ *Begin to* use a range of large and small apparatus indoors and outside, alone confidently and safely and in a group	**Gross Motor Skills** ▪ *Continue to* refine the fundamental movement skills they have already acquired: *- rolling - crawling - walking - jumping - running - hopping - skipping – climbing* ▪ *Begin to* progress towards a more fluent style of moving, with developing control and grace ▪ Develop overall body-strength, balance, co-ordination, and agility. ▪ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ▪ Combine different movements with ease and fluency ▪ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group ▪ Further develop and refine a range of ball skills including: *passing, batting and aiming* **Fine Motor Skills** ▪ Develop small motor skills so that they can use a range of tools competently, safely and confidently.	**Gross Motor Skills** ▪ 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. **Fine Motor Skills** ▪ 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.

⇨ *Understand rules and reasons* ▪ Further develop and refine a range of ball skills ⇨ *Throwing, catching, kicking* ⇨ *Use different sizes / types of balls – in pairs* ▪ Further develop the skills they need to manage the school day successfully*: □ lining up and queuing □ mealtimes □ personal hygiene* **Fine Motor Skills** ▪ Use a comfortable grip with good control when holding pens and pencils ⇨ *Consolidate tripod grip* ▪ *Continue to* develop small motor skills so that they can use a range of tools competently, safely and confidently. ⇨ *Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons* ⇨ *Ensure regular engagement and develop confidence in use of tools… grip, steady, snip, twist, curve, straight*	⇨ *Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons* ▪ *Begin to* develop the foundations of handwriting style which is fast, accurate and efficient, consolidating: - *Effective pencil grip* - *Correct letter formation (see Writing)*	

6.4 Literacy • Comprehension • Word Reading • Writing

Birth to Three Observation Checkpoints *Used to assess if child is on track at Nursery baseline – taken from Development Matters (DfE, 2021) with additional Old Moat checkpoints.*

Comprehension / Word Reading

Additional OM checkpoint – Around the age of 3: Does the child handle books appropriately? Do they show an understanding of the purpose of books? Are they beginning to spend time in the Book Area?

Writing

Additional OM checkpoint – Around the age of 3: Does the child show interest in multi-sensory mark making opportunities, indoors and outdoors? Are they beginning to draw circles and lines? Does the child show interest in fine motor activities? If not, how can this be developed through their interests? Are they beginning to develop a dominant hand?

Learning Priorities for Nursery

Autumn

Comprehension
See Listening, Attention and Understanding aspect of Communication and Language

Word Reading (Phase 1 Phonics)

- *Begin to* develop phonological awareness
  - ⇨ *Join in with Phase 1 activities, aspects 1 to 6*
  - ⇨ *Distinguish between different sounds: □ Environmental Sounds □ Instrumental Sounds □ Body Percussion*
  - ⇨ *Rhythm and rhyme: begin to develop awareness of words that sound the same*
  - ⇨ *Alliterative activities, begin to identify words starting with the same phoneme within names*
  - ⇨ *Explore and copy different voice sounds*
- *Begin to* understand some of the five key concepts about print:
  - ⇨ *Handle books carefully & correctly*
  - ⇨ *Name some book parts … front cover, back cover, page, title*
  - ⇨ *Print has meaning □ familiar logos □ environmental labels with photograph*
  - ⇨ *Understand print is read left to right.*
- Enjoy sharing a book with an adult
  - ⇨ *One to one*
  - ⇨ *Small group time*

  } *Fiction and non-fiction*
- *Begin to* read own name with visual support

Writing

- Add some marks to their drawings, which they give meaning to. For example: "That says mummy.
- Make marks on picture to represent name
- *Begin to* attempt to write name with some recognisable letters

Spring

Comprehension
See Listening, Attention and Understanding aspect of Communication and Language

Word Reading (Phase 1 Phonics)

- *Continue to* develop phonological awareness
  - ⇨ *Join in with P1 activities, aspects 1 to 7*
  - ⇨ *Listen, remember & talk about different sounds: □ Environmental □ Instrumental □ Body Percussion*
  - ⇨ *Rhythm and rhyme: develop awareness of words that sound the same*
  - ⇨ *Tune into alliterative words, begin to identify / hear some initial phonemes in words*
  - ⇨ *Explore and begin to talk about different voice sounds*
  - ⇨ *Begin to participate in oral blending/segmenting activities*
  - ⇨ *Clap syllables in own name*
- *Begin to* engage in conversations about stories and *non-fiction texts,* learning new vocabulary
- *Continue to* develop an understand the five key concepts about print:
  - ⇨ *Handle books carefully & correctly*
  - ⇨ *Name some book parts …. title / blub*
  - ⇨ *Print has meaning – recognise some new logos*
  - ⇨ *Begin to understand what a word / letter is … letter / word*
  - ⇨ *Follow print left to right and begin to use 1:1 correspondence*
  - ⇨ *Know where to start reading … first*
- Read own name without visual support

Writing

- *Begin to* use some print / letter knowledge in writing

Summer

Comprehension
See Listening, Attention and Understanding aspect of Communication and Language

Word Reading (Phase 1 Phonics)

- Develop phonological awareness
  - ⇨ *Join in with P1 activities, aspects 1 to 7*
  - ⇨ *Listen, remember & talk about different sounds with increasing vocabulary: □ Environmental □ Instrumental □ Body Percussion*
  - ⇨ *Talk about rhyming words and begin to create rhyming strings*
  - ⇨ *Hear and say initial sounds in words*
  - ⇨ *Explore and talk about different voice sounds, enunciating some phoneme correctly*
  - ⇨ *Participate in oral blending/segmenting activities*
  - ⇨ *Clap syllables in words*
- Engage in extended conversations about stories *and non-fiction texts,* learning & using new vocabulary
- Use the five key concepts about print:
  - ⇨ *Identify a word in a sentence and understand it carries meaning*
  - ⇨ *Identify a letter in a word*
  - ⇨ *Name parts of book and show awareness of page number … page number*
  - ⇨ *Continue to develop understanding of word / letter*
  - ⇨ *Follow print, know it is read from top to bottom & use 1:1 correspondence*
- *Read* own name in a variety of fonts/context

Writing

- Use knowledge of print / letter knowledge in writing
  - ⇨ *Recognisable letters*
  - ⇨ *Left to right / top to bottom directionality meaning*

⇨ *First letter of name* ▪ To begin to understand that own marks represent meaning ⇨ *Point to marks* ⇨ *Talk about made marks* ⇨ *Label marks*	⇨ *Symbols – lines / circles* ⇨ *Recognisable letters* ⇨ *Left to right directionality* ⇨ *Top to bottom directionality* *ascribe meaning / point to directionality* ▪ *Begin to* engage in purposeful mark marking ▪ Attempt to write name, using name card, with some recognisable letters, some correctly formed	⇨ *Top to bottom directionality* ▪ *Begin to* match some letters to phonemes e.g. m for mummy ▪ Engage in purposeful early writing ▪ Write name, from memory, with correct letter formation

Nursery Observation Checkpoints *Used to assess throughout Nursery and at baseline for Reception new starter pupils– taken from Development Matters (DfE, 2021) with additional Old Moat checkpoints.*

Comprehension / Word Reading

Additional OM checkpoint – Around the age of 4: Does the child show interest in looking at books independently? Do they like to share a book with an adult, talking about the illustrations/print? Do they handle books appropriately? Are they showing interest in environmental print? Are they able to read their name, without a visual prompt?

Additional OM checkpoint – Around the age of 4: Does the child join in with the following phase 1 activities with increasing confidence: ► rhythm and rhyme ► alliteration ► oral blending and segmenting? Do observations show increasing development of key skills?

Writing

Additional OM checkpoint – Around the age of 4: Does the child show interest in writing their name independently. Are all letters recognisable? Are some correctly formed? Do they engage in purposeful writing across provision, ascribing meaning? e.g. write a label for their model. □ Are they beginning to use letters from their name in purposeful writing? e.g. write initial letters or letters strings to represent words

Learning Priorities for Reception

Autumn	Spring	Summer (ELGs)
Comprehension ▪ *Begin to* retell simple stories and narratives using their own words and *some* recently introduced vocabulary. ⇨ *Recall key events … event* ⇨ *Talk about main characters… character, beginning, middle, end* **Word Reading** ▪ *Begin to* re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment ▪ Understand the five key concepts about print, with a focus on ⇨ *Left to right* ⇨ *1-1 correspondence … word, letter, first / last* ▪ Continue to develop P1 phonological awareness, *focusing on* ⇨ *Rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting … blending, segmenting* ▪ Read individual letters by saying the sounds for them ⇨ *Secure P2 phonics … phoneme, grapheme, alphabet* ▪ Blend sounds into words, so that they can read short words made up of known GPCs	**Comprehension** ▪ *Begin to* use and understand *some* recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play*…fiction, non-fiction, set* ⇨ *Retell story in small world / role play (in correct sequence) …beginning, middle, end, set* ⇨ *Take on role of character using some story language* ⇨ *Talk about likes and dislikes of texts, rhymes and poems* ⇨ *Choose a book and begin to explain why …because* ▪ *Begin to* anticipate - where appropriate - *some* key events in stories *…predict / prediction* **Word Reading** ▪ Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment ▪ Continue to develop P1 phonological awareness, focusing on ⇨ *Oral blending and segmenting* ▪ Say the sound for: ⇨ *For each letter of the alphabet* ⇨ *Double letters □ ss □ ll □ zz □ ck □ ff* ⇨ *Consonant digraphs □ sh □ ch □ th, □ ng …digraph*	**Comprehension** ▪ Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary *…sequence* ▪ 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. ⇨ *Begin to notice some relationships between one text and another* ⇨ *Begin to comment on perceived links with own life experience or other experiences, e.g. films, books* **Word Reading** ▪ Say the sound for each letter of the alphabet and for at least 10 digraphs ⇨ *Aiming for Secure Phase 3* ▪ Read words consistent with their phonic knowledge by sound-blending ▪ Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words *(approximately yellow book band – instructional level)* ⇨ *you, they, all, are, my, her (plus Autumn/Spring words)*

⇨ *P2 □ VC words □ CVC words* ▪ *Begin to* read a few common exception words matched to phonic programme ⇨ *I, go, to, the, no, into … tricky words* ▪ *Begin to* read simple phrases / sentences ⇨ *Apply P2 GPC* ▪ Read *Little Wandle* guided reading books aligned to phonic knowledge **Writing** ▪ Write name correctly ⇨ *Use correct letter formation* ▪ Use some of their print and letter knowledge in their early writing ▪ *Begin to* form lower-case letters correctly ▪ *Begin to* spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs … *spell* ⇨ *Use □ initial sounds □ VC □ CVC words* ⇨ *Write labels* ▪ *Begin to* write lists & captions, focusing on …*label, caption, space* ⇨ *Oral rehearsal / vocabulary* ⇨ *Begin to reread what they have written*	▪ *Begin to* read words consistent with their phonic knowledge ⇨ *Mid P3 □ CVC words* ▪ Read some common exception words matched to the school's phonic programme ⇨ *he, she, me, be, we, was (plus see Autumn words)* ▪ Read simple phrases / sentences ⇨ *Apply P2-3, i.e. sets 1-7 + consonant digraphs* ▪ Read *Little Wandle* guided reading books aligned to phonic knowledge **Writing** ▪ Form most lower-case and capital letter correctly ▪ Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words ▪ Write captions/phrases and *begin to* write simple sentences using known GPCs …*sentence, full stop, capital letter* ⇨ *Include word spacing* ⇨ *Orally rehearse caption of sentence before writing* ▪ Re-read what they have written to make sure it makes sense *Begin to* write a variety of □ fiction and non-fiction sentences / captions	**Writing** ▪ Write recognisable letters (lower case and capital) most of which are formed correctly ▪ Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs ⇨ *CVC words* ▪ Write simple phrases and sentences that can be read by others ⇨ *Including: □ oral rehearsal of sentence before writing □ word spacing □ full stop □ capital letter* ⇨ *Aiming for children to be sequencing 2 or 3 sentences by end of Summer*

6.5 Mathematics • Number • Numerical Patterns

Birth to Three Observation Checkpoints *Used to assess if child is on track at Nursery baseline – taken from Development Matters (DfE, 2021) with additional Old Moat checkpoints.*

Number / Numerical Pattern

Additional OM checkpoint – Around the age of 3: Is the child beginning to show interest in numbers? Are they beginning to use some number names in play/daily routine?

Shape, Space and Measure

Additional OM checkpoint – Around the age of 3: Is the child interested in climbing and squeezing themselves into different spaces? Are they interested in comparing size, weight, height and length by using gestures and simple terminology?

Learning Priorities for Nursery

Autumn

Number / Numerical Pattern

- *Begin to* compare quantities … *group, lots, more, same, less*
  - ⇨ *Sort, match and label groups*
  - ⇨ *Find the group with more / the same / less*
- Notice, identify and talk about patterns around them
  - ⇨ *Clothing*
  - ⇨ *Autumn*
- *Begin to* copy and talk about a pattern – *ABAB*
  - ⇨ *Patterns with objects / actions*
  - ⇨ *Give pattern a name*
- *Begin to* recite numbers to 5 in correct order
- Explore 1:1 correspondence
  - ⇨ *Transient art free exploration*
- *Begin to* say one number for each item to 3
  - ⇨ *Join in with number rhymes / songs with props & actions*
  - ⇨ *Use some number names in play*

Shape, Space & Measure

- *Begin to* select shapes for appropriate tasks
  - ⇨ *Show interest in shapes in the environment*
  - ⇨ *Manipulate and turn shapes*
- *Begin to* talk about shapes …. *round, pointy, spotty, stripy*
- Make comparisons between objects using appropriate vocabulary
  - ⇨ *Size … big / small / bigger / smaller*
- Understand positional language within daily routine … *in / on / under*
- *Begin to* understand the language of time within the daily routine … *next, later, after*

Spring

Number / Numerical Pattern

- Name and talk about patterns
- Continue and talk about a pattern – *ABAB*
- Recite numbers to 5
- Join in with number rhymes to 5 using props and fingers
- Use fingers to represent numbers *with increasing accuracy*
- Use some numbers names in play *with some accuracy*
- Sort and match objects accordingly e.g. *size / shape*
- *Begin to* compare quantities using … *more than / fewer than*
- Fast recognition of objects up to 1 and sometimes 2 – subitising
- *Begin to* count up to sets of 5 objects (1:1 correspondence)
- *Begin to* represent numbers with marks

Shape, Space & Measure

- Select shapes appropriately *in a range of contexts*
- *Begin to* combine shapes to make new ones
- Talk about shapes
- Make comparisons between objects using appropriate vocabulary
- Understand positional language
- *Begin to* use *some* language of time within the daily routine
- *Begin to* describe a familiar route
- *Begin to* describe a sequence of events … *first, next*

Summer

Number / Numerical Pattern

- Extend and create ABAB patterns
- Recite numbers past 5
- Fast recognition of up to 3 objects - subitising
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts up to 5
- Experiment with own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5
- Compare quantities using language: 'more than', 'fewer than'

Shape, Space & Measure

- Talk about and explore 2D and 3D shapes
- Understand position through words
- Describe a familiar route
- Make comparisons between objects relating to size, length, weight and capacity
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones
- Talk about and identifies the patterns around them.
- Extend and create ABAB patterns
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Nursery Observation Checkpoints *Used to assess throughout Nursery and at baseline for Reception new starter pupils– taken from Development Matters (DfE, 2021) with additional Old Moat checkpoints.*

Number / Numerical Pattern

Additional OM checkpoint – Around the age of 4: Does the child show interest in numbers? Are they beginning to work confidently with numbers to 5?

Shape, Space and Measure

Additional OM checkpoint – Around the age of 4: Do they show interest in manipulating and exploring shapes? Do they show awareness of the daily routine? Are they beginning to describe the sequence of events, real or fictional, using words like 'first' or 'then'?

Learning Priorities for Reception

Autumn

Number / Numerical Pattern

- Recite numbers to 10
  - ⇨ *Forward & backward □ Finger rhymes (Ten Little Friends) □ passing games … forwards, backwards*
  - ⇨ *Break counting chain (not always starting from 1)*
  - ⇨ *Talk about position … before, after*
- Count objects, actions and sounds
  - ⇨ *Up to 5 – in context of □ daily routine □ sharing □ turn taking*
  - ⇨ *Count objects in an irregular arrangement*
- Subitise 3 / 4 objects (quick recall without counting)
  - ⇨ *Matching children to images in workshop areas*
  - ⇨ *Fast recognition of dice patterns*
- Link the number symbol (numeral) with its cardinal number value to 5
- Compare quantities up to 5 … *more than, less than, fewer, who has one more / less*
- Understand 'one more/less than' to 5
  - ⇨ *Use sentence with support … Three is one more than two*
- Explore the composition of numbers to 5
  - ⇨ *Recognise total is still the same*
  - ⇨ *Using variety of resources … more, less, makes, equals, altogether*
- *Begin to* explore number bonds to 5
  - ⇨ *Use a range of resources*
  - ⇨ *Understand how to use a flip flap to 5*

Shape, Space & Measure

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
  - ⇨ *Create shape picture …consolidate …2D shape names*
  - ⇨ *Put shapes together to make new shape … fit, turn*

Spring

Number / Numerical Pattern

- Recite numbers to 20
  - ⇨ *Backward from 10 and begin to recite backwards from 15*
  - ⇨ *Break counting chain (not always starting from 1 forwards or 10 backwards)*
  - ⇨ *Talk about position up to 5 and begin to talk about position up to 10*
- Count objects, actions and sounds
  - ⇨ *Up to 10, in context of □ daily routine □ sharing □ turn taking*
  - ⇨ *Count objects in an irregular arrangement*
- *Begin to* estimate number of objects up to 10 then check by counting
- Subitise 5 objects (quick recall without counting)
- Link the number symbol (numeral) with its cardinal number value to 10
- Compare quantities up to 10
- Understand 'one more/less than' to 10
  - ⇨ *Use sentence … six is one more than five*
- *Begin to* explore the composition of numbers to 10
- Recall number bonds to 5
  - ⇨ *Find the total number of items (up to 10) in two groups by counting all of them together, using a range of manipulatives … altogether, more/now*
  - ⇨ *Find the total number of items (up to 10) in a group by take away/subtraction, using a range of manipulatives … left*
- *Begin to* share, double and half up to 10 objects

Shape, Space & Measure

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
- *Begin to* compose and decompose shapes within practical activities

Summer

Number (ELG)

- 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 Pattern (ELG)

- 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

Shape, Space & Measure (Non-ELG)

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
- Compose and decompose shapes within practical activities
- Continue, copy and create more *complex* repeating patterns
- Compare length, height, weight and capacity
- Measure and compare short periods of time

▪ Continue, copy and create repeating patterns ⇨ *Talk about pattern … repeat, next, before, after, in between* ▪ *Begin to* compare length, weight and capacity ⇨ *Order 2-3 items by length / weight … heavier/est, lighter/est, longer/est, shorter/est*	▪ Continue, copy and create repeating patterns ▪ Compare length, height, weight and capacity ⇨ *Order 2-3 items by capacity and height* ▪ *Begin to* order and sequence familiar events ⇨ *Become familiar with a clock face and hands* ⇨ *Measure short periods of time*	

6.6 Understanding the World • Past and Present • People, Culture and Communities • Natural World

Birth to Three Observation Checkpoints *Used to assess if child is on track at Nursery baseline – taken from Development Matters (DfE, 2021) with additional Old Moat checkpoints.*

People, Culture and Communities

Additional OM checkpoint – Around the age of 3: Does the child notice differences between people? Do they see themself as a different person?

The Natural World

Additional OM checkpoint – Around the age of 3: Is the child interested in exploring their immediate environment, indoors and outdoors?

Learning Priorities for Nursery

Autumn

Past and Present

- *Begin to* make sense of their own life history
  - ⇨ *When I was a baby …. baby / new / grow*
  - ⇨ *The people in my family …. family / brother / sister*
  - ⇨ *My birthday …. birthday / party / presents*
  - ⇨ *Christmas time …*

People, Culture and Communities

- *Begin to* show an interest in different occupations
  - ⇨ *People who help us: Doctor / Nurse / …. doctor / nurse / hospital*
  - ⇨ *People who help our pets: Vets … vets / pets*
- Notice differences between people
  - ⇨ *Babies and children (similarities / differences) … body parts, hair colour …*

The Natural World

- *Begin to* use *some* senses in hands on exploration of natural materials
  - ⇨ *Getting to know new outdoor learning space*
- *Begin to* explore collections of materials with similar and/or different properties.
  - ⇨ *Autumn collection …. leaves, pine cones, conkers, twigs …*
- Talk about what they see, *beginning to* use a wider vocabulary
- Explore how things work
  - ⇨ *My favourite toy …. toy / push / pull / bend*
  - ⇨ *Party objects / Christmas decorations ….*
- *Begin to* explore and talk about different forces they can feel
  - ⇨ *Push and pull toys …. push / pull*
- *Begin to* understand the need to respect and care for the natural environment
  - ⇨ *Nursery outdoor learning space*
- *Begin to* develop interest in linked texts, fiction and non-fiction, and sources of technological information

Spring

Past and Present

- Make sense of their own life history

People, Culture and Communities

- *Continue to* show an interest in different occupations
- *Begin to* develop positive attitudes about the differences between people
- Participate in visits

The Natural World

- *Begin to* use all their senses in hands on exploration of natural materials
- *Begin to* explore collections of materials with similar and/or different properties.
- Talk about what they see, *continuing to* use a wider vocabulary
- Begin to understand the need to respect and care for the natural environment
- *Begin to* know that there are different countries in the world
- Explore how things work
- *Begin to* explore and talk about different forces they can feel
- *Begin to* develop interest in linked texts, fiction and non-fiction, and sources of technological information

Summer

Past and Present

- Make sense of their own life history
- Begin to make sense of family's history

People, Culture and Communities

- Show interest in different occupations
- Continue to develop positive attitudes about the differences between people
- Participate in visits

The Natural World

- Use all their senses in hands on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Explore how things work.
- Explore and talk about different forces they can feel
- Talk about the differences between materials and changes they notice

Nursery Observation Checkpoints *Used to assess throughout Nursery and at baseline for Reception new starter pupils– taken from Development Matters (DfE, 2021) with additional Old Moat checkpoints.*

Past and Present

Additional OM checkpoint – Around the age of 4: Is the child beginning to show interest in their life-story and family history?

People, Culture and Communities

Additional OM checkpoint – Around the age of 4: Can the child talk about difference between themselves and adults, and between themselves and their peers? Do they view themselves as part of their school community, and communities outside of school?

Additional OM checkpoint – Around the age of 4: Is the child interested in exploring and differentiating between the outdoor and indoor environment?

Learning Priorities for Reception

Autumn

Past and Present

- Begin to make sense of their own life-story and family's history
- *Begin to* comment on images of familiar situations in the past
  - ⇨ *When Mum and Dad were little … past, history, long ago*

People, Culture and Communities

- Talk about members of their immediate family and community
  - ⇨ *Describe family members … grandparent, older, younger*
  - ⇨ *Understand that there are many different types of families …parent, step-sister / brother / mum / dad, similar, different*
- Name and describe people who are familiar to them
  - ⇨ *People in their local / school community… site manager, office manager, lolly pop person, shop keeper*
- *Begin to* understand that some places are special to members of their community
  - ⇨ *Talk about special places they go with their family… places of worship visited by children*
- *Begin to* recognise that people have different beliefs and celebrate special times in different ways
  - ⇨ *Understand how different people celebrate birthdays*
  - ⇨ *Develop a knowledge and awareness of other festivals … Harvest, Diwali, Christmas*

The Natural World

- Explore the natural world around them
  - ⇨ *Leaves □ sort by shape/size □ begin to identify some local tree species … nature, natural*
- Describe what they see, hear and feel whilst outside

Spring

Past and Present

- Comment on images of familiar situations in the past

People, Culture and Communities

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways
- Recognise some similarities and differences between life in this country and other countries

The Natural World

- Explore the natural world around them
- Describe what they see, hear and feel whilst outside
- Understand the effect of changing seasons on the natural world around them
- *Continue to* develop interest in linked texts, fiction and non-fiction, and sources of technological information

Summer (ELGs)

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, non-fiction 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.

⇨ *Leaf shape, size & colour… shape and colours words e.g. long, spiky, gold, rust, orange* ▪ Understand the effect of changing seasons on the natural world around them ⇨ *Observe / talk about changing □ seasons … season, summer, autumn, winter □ changes in autumn … temperature, change, hibernation, darker, weather, wind* ▪ *Continue to* develop interest in linked texts, fiction and non-fiction, and sources of technological information		

6.7 Expressive Arts and Design • Creating with Materials • Being Expressive and Imaginative

Birth to Three Observation Checkpoints *Used to assess if child is on track at Nursery baseline – taken from Development Matters (DfE, 2021) with additional Old Moat checkpoints.*

Creating with Materials

Additional OM checkpoint – Around the age of 3: Is the child interested in making? Do they understand that materials and tools can be used to make something? This may be at the creative table, or elsewhere in the environment, including outside or at the transient art space.

Being Expressive and Imaginative

Additional OM checkpoint – Around the age of 3: Is the child interested In music, dance, movement, painting, drawing or transient art? Is the child engaging in pretend play, indoors or outdoors?

Learning Priorities for Nursery

Autumn

Creating with Materials

- *Begin to* explore different materials and textures
  - ⇨ *Free exploration – collage*
  - ⇨ *Introduction to glue to join … spread / press*
- Create: □ lines □ circles
  - ⇨ *Range of different media*
- Explore printing ... *printing / down / up / still*
  - ⇨ *Hands / fingers / feet*
  - ⇨ *Leaves*
- Create enclosed shapes to represent self (range of media)
  - ⇨ *Body / Face ... key features / circle / line*
- *Begin to* explore colour
  - ⇨ *Free exploration*
  - ⇨ *Self-portraits*
  - ⇨ *Autumn / Christmas*

Being Expressive and Imaginative

- *Begin to* take part in pretend play
  - ⇨ *Imitate home experiences (home corner)*
  - ⇨ *Imitate life experiences linked to different seasons*
  - ⇨ *Celebrations: Birthday party … cards / presents*
- *Begin to* create own small world scenes *linked to interest*
- *Begin to* create simple stories using small world
  - ⇨ *Imitate own experiences (my home / nursery)*
  - ⇨ *Autumn walk … people, trees, animals ...*
- Listen with increased attention to sounds
  - ⇨ *Tune into body percussion sounds ... body parts*
  - ⇨ *Begin to move to a steady beat … beat / march …*
- Sing and remember some simple rhymes and songs
- Play instruments with increasing control
  - ⇨ *Free exploration of musical instruments*
  - ⇨ *Learn to play: □ tapping □ banging □ shaking*

Spring

Creating with Materials

- Explore different materials freely and *begin to* develop own ideas about how to use them and what to make
- *Continue to* explore different textures
- *Begin to* join different materials

  Begin to create closed shapes to represent objects
- *Begin to* draw with increasing detail
- Use drawing to represent ideas like movement
- *Begin to* show different emotions in drawings and paintings, like happiness, sadness, fear etc.
- *Begin to* explore colour mixing.

Being Expressive and Imaginative

- *Begin to* respond to what they have heard, expressing their thoughts and feelings.
- *Begin to* remember and sing entire songs.
- *Begin to* sing the pitch of a tone sung by another person ('pitch match').
- *Begin to* sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Play instruments with increasing control to express their feelings and ideas.
- Take part in simple pretend play and *begin to* use an object to represent something else
- *Begin to* develop complex stories using small world equipment
- *Begin to* make imaginative and complex 'small worlds'

Summer

Creating with Materials

- Develop their own ideas and decide which materials to use to express them
- Explore different textures
- Join different materials
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour mixing.

Being Expressive and Imaginative

- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Play instruments with increasing control to express their feelings and ideas.
- Create their own songs, or improvise a song around one they know
- Take part in simple pretend play using an object to represent something else even though they are not similar
- Develop complex stories using small world equipment Make imaginative and complex 'small worlds'

Nursery Observation Checkpoints *Used to assess throughout Nursery and at baseline for Reception new starter pupils– taken from Development Matters (DfE, 2021) with additional Old Moat checkpoints.*

Creating with Materials

Additional OM checkpoint – Around the age of 4: Is the child exploring materials freely? Are they interested in joining materials? Are they keen on transient art, construction, shape play, drawing or painting? Is the child interested in colour mixing?

Being Expressive and Imaginative

Additional OM checkpoint – Around the age of 4: Is the child taking part in simple pretend play? Can the child retell or add to stories through art, small world play or role play?

Learning Priorities for Reception

Autumn

Creating with Materials

- Draw with increasing complexity and detail, such as representing a face with a circle and including details
- Show different emotions in drawings and paintings
- *Continue to* explore colour and colour mixing.
- Safely use and explore a variety of materials and tools
- Explore new techniques
- Talk about new creations
- *Begin to* return to and build upon previous learning

Being Expressive and Imaginative

- Take part in simple pretend play
  - ⇨ *Family / play date role play … role, pretend, imagine*
- *Begin to* develop complex stories using small world equipment
- *Begin to* develop storylines in their pretend play – *including those linked to focus text … story language, character, beginning, middle, end*
- *Begin to* listen attentively, move to and talk about music, expressing their feelings and responses
  - ⇨ *How does the music make me feel? … emotions vocabulary (see PSE)*
- *Begin to* watch and talk about dance and performance art
  - ⇨ *What type of dance/music is it? … adjectives to describe music; e.g. happy, sad, slow, fast, bouncy*
  - ⇨ *Watch live music / dance performances linked to festivals … perform, celebrate, audience, musician , dancer*
- Sing in a *group or on their own*
  - ⇨ *Engage in circle and partner songs*
  - ⇨ *Begin to make own verse for familiar song*
- *Begin to* explore and engage in music making and dance
  - ⇨ *Invent and dance / play music to show different emotions … emotions vocabulary (see PSE)*

Spring

Creating with Materials

- Explore and use a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.

Being Expressive and Imaginative

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.
- Develop storylines in their pretend play.

Summer (ELGs)

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

Being Expressive and Imaginative

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music