

## EYFS Long Term Curriculum Overview 2023-2024 & 2024/2025 Nursery

### Pedagogy

Our Early Years pedagogy of helping children to learn, is based on the guidance in Development Matters [Development Matters - Non-statutory curriculum guidance for the early years foundation stage](#) and the current Research from the Education Endowment Fund. We believe:

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

### Starting Points

**Starting Points: We have a planned curriculum that is tailored to meet pupil needs after ensuring we have a full overview of pupil's starting points. These activities enable us to refine and adapt the curriculum**

Home Visit  
Stay and Play  
Baseline Assessments  
Observations  
Welcome screening

### Theme

#### Autumn 1

#### Autumn 2

#### Spring 1

#### Spring 2

#### Summer 1

#### Summer 2

Being Me

Animal Mad!

Ready, Steady, Go







Once Upon a Time

Commotion in the Ocean

Growing and Changing

### Communication and language

<b>Whole Class Reading Texts A Year</b>	It's Okay To Be Different Perfectly Norman Koala Makes the Right Choice	Dear Zoo Owl Babies What The Ladybird Heard Polar Bear, Polar Bear	Red Lorry, Yellow Lorry The Train Ride Whatever Next	The Gingerbread Man Goldilocks	Rainbow Fish Pirates Love Underpants Sharing a Shell	Jasper's Beanstalk Hungry Caterpillar Meet the Weather
<b>Whole Class Reading Texts B Year</b>	I like Me Elmer My Magical Choices	Say Hello to the Arctic Animals Wake up Time on Bumble Farm A Tale of Two Feathers Brown Bear, Brown Bear	Mega Trucks Down at the Station 10 Little Aliens	Three Little Pigs Little Red Riding Hood	Commotion in the Ocean Fidgety Fish The Pirates Are Coming	The Tiny Seed The Trouble with Tadpoles What Will The Weather Be?
<b>Fiction to support UTW</b>	PSED books relating to family, turn taking, sharing and emotions.	Nonfiction animal books relating to farms, the Arctic, nocturnal animals, zoo animals.	Transport texts. Nonfiction and fiction books about space.	Selection of traditional tales. Baking recipe books.	Nonfiction books about the sea and sea creatures. Books on being kind.	Growing books, Weather books, seasons books, life cycle books.
<b>Literacy Objectives</b>	<ul style="list-style-type: none"> <li>• Does the child enjoy songs and rhyme?</li> <li>• Does the child join in with some words from a song or rhyme?</li> <li>• Does the child draw freely?</li> <li>• Does the child enjoy sharing books with an adult?</li> <li>• Does the child understand the 5 key concepts of print?</li> <li>• <i>Print has meaning</i></li> <li>• <i>Print can have different purposes</i></li> <li>• <i>We read English text from left to right and from top to bottom</i></li> <li>• <i>The names of the different parts of a book</i></li> </ul>		<ul style="list-style-type: none"> <li>• Is the child developing their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother?</li> <li>• Does the child engage in extended conversations about stories, learning new vocabulary?</li> </ul>		<ul style="list-style-type: none"> <li>• Is the child able to use some of their print and letter knowledge in their early writing? <i>E.g. writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</i></li> <li>• Is the child able to write some or all of their name?</li> <li>• Is the child able to write some letters accurately?</li> </ul>	

<p><b>Kinetic Letters</b></p>	 <p>Bear position</p>	 <p>Penguin</p>	 <p>Lizard</p>	 <p>Meerkat</p>	 <p>Lion</p>	
<p><b>Phonics Phase 1 Little Wandle Rhyme Time</b></p>	<p><b>One, Two Buckle My Shoe</b>          Listening: sound patterns          Syllables:two, shoe, again, buckle          Rhyming:two, shoe, door, four, stick, kick          Alliteration:bear, bun, boo, buckle          Sound Knowledge: Fast/slow/loud/quiet</p> <p><b>Wind the Bobbin Up</b>          Listening: What's the sound?          Syllables:wind, pull, window, bobbin          Rhyming:clap,map, knee, pea          Alliteration:bind, bee, bobbin, bun          Sound Knowledge:          Fast/slow/loud/quiet</p>	<p><b>Hickory Dickory Dock</b>          Listening: What's the sound?          Syllables:clock, mouse, hickory, dickory          Rhyming:run, bun, two, shoe          Alliteration:bickory, bickory, bock          Sound Knowledge:tick, whee</p> <p><b>Twinkle, Twinkle</b>          Listening: What's the sound? Owl,          Syllables: star, world, little, twinkle          Rhyming: sky, pie, star car          Alliteration: sky, star, bird, bee, moon, mountain          Sound Listening: sound patterns</p> <p><b>Hey Diddle, Diddle</b>          Listening: What's the sound?          Syllables: cat, moon, diddle, fiddle          Rhyming: spoon, moon, cat, bat, dish, fish          Alliteration: cat, cow, moon mouse, dog, dish          Sound Knowledge:Fast/slow/loud/quiet</p>	<p><b>Down at the Station</b>          Listening: What's the sound?          Syllables:train, down, engine, morning          Rhyming: train, rain, door, four, driver, diver          Alliteration:train tractor, car, caravan, bike, bus          Sound Knowledge: Voice Sounds</p> <p><b>Row Row Row your Boat</b>          Listening: What's the sound?          Syllables:row, boat, gently, merrily          Rhyming:boat, coat, stream, dream, row, bow          Alliteration:boat, beach, stream, sun, cloud, crocodile          Sound Knowledge: Voice Sounds</p> <p><b>Wheels on the Bus</b>          Listening: What's the sound?          Syllables:bell, wiper, driver, ticket          Rhyming:horn, corn, wheel, seal, ticket, cricket          Alliteration:bus, bell, wheel, wiper, ticket, tree          Sound Knowledge: Voice Sounds</p>	<p><b>Pat a Cake</b>          Listening: What's the sound?          Syllables:pat, cake, baker, cupcake          Rhyming:man, pan, cake, snake, baker, shaker          Alliteration: cake , cupcake, bowl, bread, jam, jug          Sound Knowledge: Fast/slow/loud/quiet</p> <p><b>Miss Molly had a Dolly</b>          Listening: What's the sound?          Syllables: dolly, sick, down          Rhyming: pill, bill, bag, flag, head, bed          Alliteration: dolly,doctor, bag, bed, down, dish          Sound Knowledge:Voice Sounds</p> <p><b>Jack and Jill</b>          Listening: What's the sound?          Syllables: hill, fetch, water, tumbling          Rhyming: hill, pill, jack, black, down, crown          Alliteration: hill house, crown, cloud,          Sound Knowledge: Voice Sounds</p> <p><b>Humpty Dumpty</b>          Listening: What's the sound?          Syllables: water, hooves, together          Rhyming: peg, egg, hen, men          Alliteration: egg, elephant, horse, hand, wall, worm          Sound Knowledge: Voice Sounds</p>	<p><b>1,2,3,4,5</b>          Listening: What's the sound?          Syllables: fish, alive, finger          Rhyming:five, dive, bite, light, dish, fish          Alliteration: fish, five, two, teeth, light, line          Sound Knowledge: Voice Sounds</p> <p><b>Sailor Went to Sea</b>          Listening: What's the sound?          Syllables: sea, blue, sailor, bottom          Rhyming: sea, bee, shell, bell          Alliteration: sailor, shea, boat, blue, ship, shell          Sound Knowledge: Voice sounds</p> <p><b>Grand Old Duke of York</b>          Listening: What's the sound?          Syllables: grand, men, thousand, marched          Rhyming: hat, cat , hill, till, down crown          Alliteration: drum, drink, music, march, hill hat          Sound Knowledge: Voice Sounds</p>	<p><b>Ring a Ring</b>          Listening: What's the sound?          Syllables: ring, down, fishes, pocket          Rhyming: rose, nose, sea, three, ring, king,          Alliteration: rose, rod, sea, seal, fish, finger          Sound Knowledge: Voice sounds</p> <p><b>Incy Wincy</b>          Listening: What's the sound?          Syllables: spider, sun, rain, water          Rhyming: rain, drain, up, cup, sun, run          Alliteration: spider, spout, wellies, water, rain, rabbit          Sound Knowledge: Voice sounds</p> <p><b>Round and Round</b>          Listening: What's the sound?          Syllables: round, one, tickle, garden          Rhyming: bear, pear, round, pound, bear, bee          Alliteration: garden, gate, tree, tap          Sound Knowledge: Voice Sounds</p> <p><b>Mary, Mary Quite Contrary</b>          Listening: What's the sound?          Syllables: bell, shell, garden          Rhyming: bell, shell, bee, knee, grass, glass</p>

					<p>Alliteration: shell, sheep, garden, gate</p> <p>Sound Knowledge: Voice sounds</p>
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<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>Can the child show that they understand action words by pointing to the right picture in a book? For example: "Who's jumping?"</li> <li>Can the child shift from one task to another if you fully obtain their attention, for example, by using their name?</li> <li>Start to say how they are feeling, using words as well as actions.</li> <li>Can the child jump from topic to topic but not hold a conversation yet.</li> <li>Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</li> <li>Does the child enjoy listening to longer stories and can remember much of what happens?</li> <li>Does the child pay attention to more than one thing at a time?</li> <li>Does the child use a wider range of vocabulary? Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door?"</li> <li>Produce the majority of speech sounds correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Can the child express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions?</li> <li>Can the child start a conversation with an adult or a friend and continue it for many turns?</li> <li>Can the child use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> <li>Does the child know many rhymes, be able to talk about familiar books, and be able to tell a long story?</li> </ul>	Listening, Attention and Understanding	Speaking
			<ul style="list-style-type: none"> <li>Can the child answer simple 'why' questions?</li> <li>Can the child follow 1 step instructions with or without visual support?</li> <li>Can the child follow whole class routines?</li> <li>Can the child regularly sit and attend to a short activity? E.g. join in with a story time session or join in with group counting?</li> <li>Can the child join in with a conversation 1:1 or in a familiar small group on a topic of their choice? Can they respond to questions or comments made, staying on the same topic?</li> </ul>	<ul style="list-style-type: none"> <li>Can the child use sentences of four to six words – "I want to play with cars" or "What's that thing called?"</li> <li>Can the child use sentences with a conjunction in? E.g because', 'or', 'and'? For example: "I like ice cream because it is delicious". I want to play with the sand and the cars.</li> <li>Is the child beginning to use the future and past tense: "I am going to the park" and "I went to the shop"?</li> <li>Can the child sing a large repertoire of songs?</li> <li>Is the child's pronunciation developing? <i>They may have problems saying: some sounds: r, j, th, ch, and sh, multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</i></li> </ul>

<b>ShREC</b>	<p>Practitioners will support children in developing Listening, Attention, Understanding and Speaking through high quality interactions using the 4 stages outlined in <a href="#">the ShREC Approach</a>.</p> <p>1.Share attention Show a genuine interest in what a young child is focused on in order to establish a connection and motivate the pupil to communicate.</p> <p>2.Respond Responding sensitively and appropriately to the pupil can involve making appropriate eye contact, looking expectantly, nodding, smiling. Responding can also be narrating their activity, a relevant comment that describes what the child can see, hear, feel or articulating the link between their activity and previous learning or experiences.</p> <p>3.Expand Modelling and scaffolding by pitching the child's language just above the level of the child. For example, if a child gives a one-word response such as 'dog' the adult should expand on what they say by repeating and building on this utterance by adding a few more words.</p> <p>4.Conversation Sustained back and forth conversations that involve many turns. To encourage rich back and forth conversations, comment more, question less.</p>
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**Physical Development**

<ul style="list-style-type: none"> <li>Can the child climb confidently, catch a large ball and pedal a tricycle?</li> <li>Can the child pick up a pencil and begin to make marks?</li> <li>Has the child developed a pencil grip preference?</li> <li>Has the child developed a preference for a dominant hand?</li> <li>Can put a coat on with little support.</li> <li>Is the child starting to take part in some group activities which they make up for themselves, or in teams?</li> <li>Does the child choose the right resources to carry out their own plan?</li> <li>Does the child collaborate with others to manage large items?</li> <li>Can the child use large-muscle movements to wave flags and streamers, paint and make marks?</li> </ul> <p><i>Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment</i></p>	<ul style="list-style-type: none"> <li>Can the child choose an appropriate way of traveling? For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>Can the child go up steps and stairs, or climb up apparatus, using alternate feet?</li> <li>Is the child continuing to develop their movement, balancing, riding and ball skills?</li> </ul>	Gross Motor	Fine Motor
		<ul style="list-style-type: none"> <li>Is the child becoming increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips?</li> <li>Is the child increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm?</li> </ul>	<ul style="list-style-type: none"> <li>Can the child use one-handed tools and equipment, for example, making snips in paper with scissors?</li> <li>Does the child use a comfortable grip with good control when holding pens and pencils?</li> <li>Does the child show a preference for a dominant hand?</li> </ul>

				<ul style="list-style-type: none"> <li>Can the child skip, hop, stand on one leg and hold a pose for a game like musical statues?</li> <li>Is the child beginning to negotiate obstacles in their path?</li> </ul>		
PE	<p>Introduction to PE</p> <p>In this unit, children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure' or 'everyday life'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping.</p>	<p>Gymnastics</p> <p>In this unit, children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.</p>	<p>Dance</p> <p>In this unit, children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore traveling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.</p>	<p>FUNDamentals</p> <p>In this unit children will develop their fundamental movement skills through the topic of 'all about me' or 'places and spaces'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and traveling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.</p>	<p>Ball Skills</p> <p>In this unit children will develop their ball skills through the topic of 'minibeasts' or 'weather'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.</p>	<p>Games</p> <p>In this unit, children will develop their understanding of playing games through the topic of 'transport' or 'around the world'. Children will practice and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.</p>
<b>Maths Number and Numerical Patterns</b>						
Maths	<ul style="list-style-type: none"> <li>Can they complete a simple insert jigsaw puzzle?</li> <li>Can the child say some numerals?</li> <li>Is the child interested in sorting objects? <i>By colour, type or size</i></li> <li>Can the child describe the objects by its size, shape or colour?</li> <li>Does the child make comparisons between objects relating to size, length, weight and capacity?</li> <li>Can the child select shapes appropriately for a task? <i>E.g. flat surfaces for building.</i></li> <li>Can the child combine shapes to make new ones?</li> </ul>	<ul style="list-style-type: none"> <li>Can the child extend and create ABAB patterns? <i>E.g. stick, leaf, stick, leaf.</i></li> <li>Does the child notice and correct an error in a repeating pattern?</li> <li>Is the child beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then.?'</li> </ul>	<ul style="list-style-type: none"> <li>Is the child developing fast recognition of up to 3 objects, without having to count them individually? (<i>'subitising'</i>).</li> <li>Is the child able to recite numbers past 5?</li> <li>Is the child able to say one number for each item in order? 1,2,3,4,5.</li> <li>Does the child know that the last number reached when counting a small set of objects tells you how many there are in total? (<i>'cardinal principle'</i>).</li> <li>Is the child able to show 'finger numbers' up to 5?</li> <li>Is the child able to link numerals and amounts? <i>E.g. , showing the right number of objects to match the numeral, up to 5.</i></li> <li>Is the child able to experiment with their own symbols and marks as well as numerals?</li> <li>Can the child say when they have lots or more than someone else?</li> </ul>			
Development matters 3-4	<ul style="list-style-type: none"> <li>Explore colour and colour mixing</li> <li>Make comparisons between objects relating to size</li> <li>Complete inset puzzles</li> <li>Compare sizes using gestures and language: 'bigger/little/small'</li> <li>Talk about and explore 2D shapes using informal and mathematical language sides, corners, straight, flat</li> <li>Develop fast recognition of up to 3 objects, without having to count them individually (<i>'subitising'</i>).</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total Show 'finger numbers' up to 5</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually (<i>'subitising'</i>)</li> <li>Show 'finger numbers' up to 5</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total (<i>'cardinal principle'</i>).</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</li> <li>Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total (<i>'cardinal principle'</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> <li>Understand position through words alone for example, "The bag is under the table," with no pointing.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</li> <li>Explore the composition of numbers to 5.</li> <li>Recite numbers past 5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total (<i>'cardinal principle'</i>) Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</li> </ul>			

		<ul style="list-style-type: none"> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> </ul>	Solve real-world mathematical problems with numbers up to 5.
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**PSED**

	<ul style="list-style-type: none"> <li>• Does the child start to enjoy the company of other children and want to play with them?</li> <li>• Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?</li> <li>• Can the child settle into self chosen activities for a while?</li> <li>• Are they beginning to be able to talk about and manage their emotions?</li> <li>• Can the child demonstrate awareness that they need the toilet or have had an accident.</li> <li>• Assist with getting dressed.</li> <li>• Can the child select and use activities and resources, with help when needed? <i>This helps them to achieve a goal they have chosen, or one which is suggested to them.</i></li> <li>• Does the child remember rules without needing an adult to remind them?</li> <li>• Can the child talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'?</li> <li>• Be increasingly able to talk about and manage their emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• Is the child becoming more outgoing with unfamiliar people, in the safe context of their setting?</li> <li>• Is the child beginning to show more confidence in new social situations?</li> <li>• Is the child developing appropriate ways of being assertive?</li> <li>• Is the child beginning to understand how others might be feeling?</li> </ul>	Self Regulation	Managing Self	Building Relationships
			<p>Can the child generally negotiate solutions to conflicts in their play?</p> <p>Can the child follow the daily routines, knowing what is now and next using visuals if needed?</p> <p>Can the child follow class rules with little adult support?</p> <p>Can the child recognise some of their emotions?</p> <p>Is the child starting to regulate some of their emotions with adult support?</p>	<p>Is the child developing their sense of responsibility and membership of a community?</p> <p>Is the child becoming more independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly?</p> <p>Is the child aware of making healthy choices about food, drink, activity and tooth brushing?</p>	<p>Does the child play alongside others or do they <i>choose</i> to play alone?</p> <p>Does the child take part in pretend play?</p> <p>Does the child seek out a familiar friend?</p>

One Decision	Blue Learns To Share Blue's Best Friend Blue's Indoor Voice Pink Goes to School Pink Misses Mummy Red Needs The Toilet Orange Helps Out Yellow Play Fights	Why Does Purple Play Differently Green Gets Glasses Red's Hearing Aid Red's Nut Allergy Yellow Wants to Play With Orange	Blue Explores Road Safety Blue Gets Lost Purple the Passenger Purple is Poorly Orange Feels Worried Pink is Feeling Sad Rainbow Feels Angry	Green's Daddy Moves Out Yellow's Bedtime Rainbow Helps at Home Purple Watches the News Pink's Screen Time Pink Has a New Brother Purple's Pet Bird Orange Moves House Orange Sleeps Over	Green Is Moving up a Year Green Stays in hospital Yellow Goes on Holiday Rainbow Visits the Seaside Rainbow's Day Out Red Goes Swimming	Green's Greens Orange Brushes Her Teeth Rainbow's Food Journey Red Visits the Dentist Yellow Learns About Germs
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**Understanding The World**

Understanding the World	<ul style="list-style-type: none"> <li>• Does the child talk about their family and people who are important to them?</li> <li>• Is the child interested in finding out how things work?</li> <li>• Does the child explore and talk about natural events/occurrences? <i>E.g. notices the weather.</i></li> <li>• Can the child begin to make sense of their own life-story and family's history?</li> <li>• Does the child show an interest in different occupations? (Topic dependent but through dress up may be exposed to this conversation naturally)</li> <li>• Does the child explore how things work and ask questions or make comments?</li> <li>• Does the child use all their senses in hands-on exploration of natural materials?</li> </ul>	<ul style="list-style-type: none"> <li>• Is the child able to plant seeds and care for growing plants? (Topic dependant but through outdoor play may be exposed to this naturally)</li> <li>• Does the child understand the key features of the life cycle of a plant and an animal? ( same as above or is the child beginning to use topic specific vocab)</li> <li>• Is the child beginning to understand the need to respect and care for the natural environment and all living things?</li> <li>• Is the child able to talk about the differences between materials and changes they notice? ( topic dependant but may be exposed in water/sand/construction/outdoor play)</li> <li>• Is the child able to explore collections of materials with similar and/or different properties?</li> </ul>	<ul style="list-style-type: none"> <li>• Is the child continuing to develop positive attitudes about the differences between people?</li> <li>• Does the child know that there are different countries in the world and talk about the differences they have experienced or seen in photos?</li> <li>• Can the child explore and talk about different forces they can feel?</li> <li>• Can they name some celebrations which are important to them and their family?</li> </ul>
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			<ul style="list-style-type: none"> <li>Is the child able to talk about what they see, using a wide vocabulary?</li> </ul>			
Science Focus	<p>What's Outside?</p> <ul style="list-style-type: none"> <li>Does the child use all their senses in hands-on exploration of natural materials?</li> </ul> <p> Nursery What's Outside KO.pptx</p>	<p>Materials</p> <ul style="list-style-type: none"> <li>Is the child able to talk about the differences between materials and changes they notice? (topic dependant but may be exposed in water/sand/construction/outdoor play)</li> <li>Is the child able to explore collections of materials with similar and/or different properties?</li> </ul> <p> Nursery Materials KO.pptx</p>	<p>How does it work?</p> <ul style="list-style-type: none"> <li>Is the child interested in finding out how things work?</li> <li>Does the child explore how things work and ask questions or make comments?</li> </ul> <p> Nursery How Does i...</p>	<p>Feel the Force</p> <ul style="list-style-type: none"> <li>Can the child explore and talk about different forces they can feel?</li> </ul> <p> Nursery Feel the Forc...</p>	<p>Growing and Changing</p> <ul style="list-style-type: none"> <li>Does the child understand the key features of the life cycle of a plant and an animal?</li> <li>Is the child beginning to understand the need to respect and care for the natural environment and all living things?</li> </ul> <p> Nursery Growing ...</p>	<p>In the Garden</p> <ul style="list-style-type: none"> <li>Is the child able to plant seeds and care for growing plants?</li> <li>Does the child understand the key features of the life cycle of a plant and an animal?</li> <li>Is the child beginning to understand the need to respect and care for the natural environment and all living things?</li> </ul> <p> Nursery In the Garden KO....</p>
Celebrations	<p>Black History Month</p> <p>Halloween</p>	<p>Bonfire Night</p> <p>Remembrance Day</p> <p>Diwali</p> <p>Advent</p> <p>Christmas</p>	<p>New Year</p> <p>Chinese New Year</p> <p>Valentines Day</p> <p>Shrove Tuesday</p> <p>Ash Wednesday</p>	<p>St David's Day</p> <p>St Patrick's Day</p> <p>Mother's Day</p> <p>Ramadan</p> <p>Holi</p> <p>Easter Week</p> <p>Eid</p> <p>St George's Day</p>	<p>May Day</p> <p>Pride Month</p>	<p>Father's Day</p> <p>Eid</p> <p>Islamic New Year</p>
RE Day	<p>Religion:Christianity</p> <p>Theme: Special people</p> <p>In this unit children discuss people who are special to them. Helping hands.</p>	<p>Religion: Christianity</p> <p>Theme: Christmas</p> <p>In this unit children will learn the christmas story, characters, main events and important people.</p>	<p>Theme: Celebrations</p> <p>In this unit the children will talk about festivals they celebrate and will look at the Holi festival of colour in preparation for Holi next term.</p>	<p>Religion: Christianity</p> <p>Theme: Easter</p> <p>In this unit children will learn about Palm Sunday, Maundy Thursday and Easter Sunday.</p>	<p>Theme: Holy Books</p> <p>In this unit children will discuss what makes a book special to them.</p>	<p>Theme: Holy places</p> <p>In this unit children will look at different religious places and compare their similarities and differences.</p>
Outdoor learning	<p><b>Respecting the environment</b></p> <p>In this unit children will learn about the environment and will learn the boundaries of forest school. How to respect plants and animals and only use what you need. Children will look at the Autumnal changes they can see.</p> <p><i>Santa's fire pit with hot chocolate and Christmas songs</i></p>		<p><b>Plants and growth</b></p> <p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p><i>Big Garden BirdWatch</i></p> <p><i>Easter Bunny Madness and Egg Hunt</i></p>		<p><b>Flora and fauna knowledge building</b></p> <p>In this unit the children will learn about woodlouse and worms. Talk about habitats and how to find and respect habitats. Understand the key features of the lifecycle of an animal.</p>	
<b>Expressive Arts and Design</b>						
	<ul style="list-style-type: none"> <li>Does the child enjoy moving to music?</li> <li>Does the child enjoy making sounds (music) with instruments?</li> <li>Does the child enjoy taking part in songs?</li> <li>Does the child enjoy taking part in pretend play?</li> <li>Does the child create pictures using paint and other media?</li> <li>Does the child make simple models?</li> <li>Does the child respond to what they have heard, expressing their thoughts and feelings?</li> <li>Can the child remember and sing entire songs?</li> <li>Can the child sing the pitch of a tone sung by another person (<i>'pitch match'</i>)?</li> </ul>		<ul style="list-style-type: none"> <li>Can the child make imaginative and complex 'small worlds' with blocks and construction kits? <i>E.g. a city with different buildings and a park.</i></li> <li>Is the child able to draw with increasing complexity and detail? <i>E.g. representing a face with a circle and including details.</i></li> <li>Is the child able to use drawing to represent ideas like movement or loud noises?</li> <li>Is the child able to show different emotions in their drawings and paintings, like happiness, sadness, fear etc?</li> </ul>		<ul style="list-style-type: none"> <li>Does the child take part in simple pretend play, using an object to represent something else even though they are not similar?</li> <li>Is the child beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc?</li> <li>Is the child able to explore different materials freely, in order to develop their ideas about how to use them and what to make?</li> </ul>	

	<ul style="list-style-type: none"> <li>• Can the child sing the melodic shape (<i>moving melody, such as up and down, down and up</i>) of familiar songs?</li> <li>• Can the child create their own songs or improvise a song around one they know?</li> <li>• Can the child play instruments with increasing control to express their feelings and ideas?</li> </ul>		<ul style="list-style-type: none"> <li>• Is the child able to develop their own ideas and then decide which materials to use to express them?</li> <li>• Is the child able to join different materials and explore different textures?</li> <li>• Is the child able to create closed shapes with continuous lines, and begin to use these shapes to represent objects?</li> <li>• Is the child able to explore colour and colour-mixing?</li> <li>• Does the child listen with increased attention to sounds?</li> <li>• In these examples children don't have to be creating stories as a group this can be independent play or in a familiar pair.</li> </ul>
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**Assessments/Screening**  
Ongoing assessment is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge.

	<b>Home Visit Consultation</b> <b>WAT baseline?</b> <b>Welcomm entry assessments</b> <b>Formative assessment</b> <b>Teacher observations</b> <b>IEYS/SENCo Assessment if needed</b>	<b>Formative assessment</b> <b>Teacher observations</b>	<b>Formative assessment</b> <b>Teacher observations</b> <b>Phonics set 1 sounds baseline</b>	<b>Formative assessment</b> <b>Teacher observations</b>	<b>Formative assessment</b> <b>Teacher observations</b>	<b>End Of Year Teacher Judgements</b> <b>Welcomm exit assessments</b> <b>Phonics set one sounds exit assessments</b>
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**Parental Engagement and Cultural Capital**

<b>Trips</b> <b>Visitors</b> <b>Cultural</b> <b>Capital</b> <b>Experiences</b>	Parent Stay and Play Induction meeting Forest School Fundraiser Event Harvest food bank School disco Roald Dahl Day Maths Day Diwali Black History Month Falconry Visit (A) Farm on Wheels (B)	Christmas Workshop Nativity Santa's Grotto National Elf Service Day Falconry Visit/Farm Visit	Valentines Workshop Mothers Day Tea Party Chinese New Year Big Garden BirdWatch TF visit MW	Easter Workshop Shrove Tuesday World Book Day MW visit TF	Forest School Workshop Butterfly Farm (A) Conservation Park (B) Butterfly Hatching Growing beanstalks	Dads and Doughnuts Sports Day Graduation Assembly Summer Fayre Transition days into Reception
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