

EYFS Long Term Planning & Progression 2022-23

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic canopy	Starting	Changing	Living	Growing	Exploring	Imagining
Nursery Topic Branch	All About Me	Family and Celebrations	Other worlds	Animals and Plants	Vehicles	Stories and Journeys
Reception Topic Branch	My Favourite Things	Lost and Found / London and the local area	Hot and Cold	Minibeasts	Under the Sea & In the Sky	Traditional Tales and story writing
Nursery Role Play	Home corner <i>(babies & furniture)</i> Dolls houses Different cultures dressing up	Restaurant role play <i>(food, cutlery)</i> Exploring lights Christmas role play	Space station role play <i>(rockets, astronauts)</i> Pond role play	Animals Growing and planting Farm woodland	Bus role play Tractor role play Train role play	Handa's surprise role play Bedtime role play
Reception Role play	Home corner <i>(recipes & shopping lists)</i> Lunch hall role play Sandwich shop <i>(counting money & making menus)</i>	lost property office library role play Christmas post office	Arctic / Antarctica role play Polar explorers	Minibeast investigation station Live butterflies Garden centre florists	Pirate ship Sea creatures Space station role play <i>(moon rocks, checklists, planets)</i> Whatever next role play	Shadow puppet theatre Beanstalk & giant castle role play Bear cave role play
Nursery Focus Texts	Puffin Peter Oh No, George! Ruby's Worry	Owl Babies Anna Hibiscus' Song The Girl with the Parrot on her Head	Bog Baby Astro Girl Emily Browne and the Thing	A New House for Mouse The Gigantic Turnip Lulu Gets a Cat Errol's Garden	The Train Ride Naughty Bus How To Find a Fruit Bat	Bedtime for Monsters Stanley's Stick Handa's Surprise
Reception Focus Texts	I will not never ever eat a Tomato The disgusting sandwich	The Everywhere Bear The lost property office Dear Zoo/Dear Santa	Blue Penguin Penguin small	Argh Spider What the Ladybird Heard	Billy's Bucket Hooray for Fish Whatever Next!	Jack and the Beanstalk The Gingerbread Man We're Going on a Bear Hunt
Nursery non fiction texts	Starting school books Nursery rhyme books Counting books	Owls books Light and dark books Celebrations People who help us	Frogs and ponds Dinosaur fact books Space fact books	Plant books Baby animal books Wildlife magazines Looking after pets leaflets	Vehicle books	Healthy eating/fruit and veg Bedtime books Counting books
Reception non fiction texts	Welcome To Our World The same but different too Cook books	Map of London book Fold out Tube map booklets	Arctic & Antarctica fact books Eye witness books 'Seasons'	Minibeast fact books	Sea animals fact books Usborne big book of space Planet books for kids	Helicopter stories big book Usborne World Atlas
Nursery Poetry	I'm a Little Teapot Hickory Dickory Dock Polly Put the Kettle On	Twinkle, twinkle Hey Diddle Diddle Five Little Pumpkins	Little Miss Muffet Five Astronauts on a Flying Saucer Zoom Zoom Zoom, We're going to the Moon	Mary Had a Little Lamb This Little Piggy Alice the Camel Five Little Speckled Frogs	London Bridge is Falling Down Ten Green Bottles Round and Round the Garden	One, Two, Three Four Five (Once I caught a Fish Alive) Five Little Ducks
Reception Poetry	Tasty Poems Everybody was a baby once	Room on the Broom Twas the night before Christmas	A Great Big Cuddle	Here's a Little Poem Mad about minibeasts	Zim Zam Zoom	The Puffin Book of Fantastic First Poems
Nursery songs	Welcome songs If you're happy and you know it In the Autumn	This Little Light of Mine Candlelight Follow the Star	Hey Little Frog You Can Do It	New Beginning Animal Song Inanay	The Change Train Naughty Bus Kye Kye Kule	Good to Be Me Sunshine in my Heart Soy Una Pizza
Reception Songs	Good morning song	Firework	Winter nights	Sunshine in my heart	Sun moon and stars	Digging in the Garden

	Ive got a grumpy face A cat sat on a mat Let's be friends Good to be me Cauliflowers fluffy	Dance by the Light of the Moon Jingle Bells Away in a manger	Have you ever seen a penguin come to tea Little snowflake	Five fine bumble bees You can do it	Down there under the sea The Wellerman Thank you for a million brilliant things	The tree in the wood
PSHE – Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Cultural events & special dates	Roald Dahl Day 13 th Sept National Poem day 7 th Oct	Halloween Bonfire Night Remembrance Day Diwali 24 th October Thanksgiving 24 th Nov Hannukah 18 th -26 th Dec Christmas 25 th Dec	New Year's Eve/Day Chinese New Year 1 st February Valentine's Day Pancake day Lent St Patrick's Day	Easter Mother's Day 27 th March Ramadan starts 1 st April	Cinco de Mayo Eid al Fitr 1 st - 2 nd May The Queen's Birthday 11 th June Father's Day 19 th June	American Independence Day 4 th July
Nursery Communication and Language <i>(split into Skills & knowledge)</i>	Answer their own name in the register Follow instructions that have one part, such as "Come to the carpet" Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Name the people in their immediate family, as well as some close friends/relatives. Know the names of at least two adults at school.	Pay attention to more than one thing at a time, which can be difficult. Be able to talk about a familiar book Know the name of their favourite book	Tell the dinner ladies what they would like. Understand 'why' questions, like: "Why do you think rockets are made of metal?" Start a conversation with an adult or a friend and continue it for many turns. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Know the word because and use it to answer why questions.	Enjoy listening to longer stories and can remember much of what happens. Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' Know the words first, then and after that.	Use longer sentences of four to six words. Sing a large repertoire of songs together with the class. Orally join in with many rhymes, sometimes with actions. Be able to tell a long story. Know at least 3 nursery rhymes.	Be able to express a point of view, using words as well as actions. Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh multi-syllabic words.
Reception Communication and Language	Develop social phrases such as saying hello/good morning back to the adults at school Know the names of all of the adults at school Respond appropriately to a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand how to listen carefully and why listening is important. Engage in storytimes.	Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail Know the words first, then, after that, next, finally. Listen carefully to and learn rhymes, poems and songs. Know and follow along with the actions to a focus song.	Listen to and talk about stories to build familiarity and understanding. Know the name of at least two favourite books and the main characters Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (cold places) Connect one idea or action to another using a connective. Know the words because, and and so.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Use new vocabulary in different contexts.	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Know a story all the way through including character names and beginning, middle and end. Be able to match rhyming words using puzzle pieces or orally, for example 'hen' and 'pen'	Articulate their ideas and thoughts in well-formed sentences. Learn and recite rhymes and songs (for example in workshare assembly) paying attention to how they sound and following a simple beat/rhythm in time with others. Knows all 5 star listening behaviours. Know the words and actions to a focus song and join in.

	Knows and can recite all 5 star listening behaviours.					
Early Learning Goals	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. - 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. 					
Nursery Personal, Social and Emotional Development <i>(split into Skills & knowledge)</i>	<p>Select and use activities and resources, with help when needed.</p> <p>Understand the class rules.</p> <p>Know where to find the class rules to remind themselves.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Name another child who they like to play with in their class.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p>	<p>Develop their sense of responsibility and membership of their class community.</p> <p>Understand gradually how others might be feeling.</p>	<p>Find solutions to conflicts and rivalries, with support. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>Show more confidence in new social situations.</p> <p>Talk with others to solve conflicts.</p>	<p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Know the action for 'stop please' if they need it.</p>
Reception Personal, Social and Emotional Development	<p>See themselves as a valuable individual in the class.</p> <p>Think about the perspectives of others</p> <p>Manage their own hand washing.</p> <p>Name some healthy foods.</p> <p>Know that some foods are unhealthy if eaten too much.</p> <p>Know how to wash hands effectively.</p>	<p>Identify their own feelings.</p> <p>Build constructive and respectful relationships.</p> <p>Know the names of at least 3 children who they like to play with in their class.</p> <p>Know how to be a safe pedestrian (link to first school trip)</p> <p>Understand about sensible amounts of 'screen time'. (linked to library role play and enjoying real books)</p>	<p>Express their feelings verbally to an adult.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Know the phrase 'I can't do it YET'</p>	<p>Express their feelings to an adult or another child.</p> <p>Know how to look after their teeth (linked to Easter treats)</p>	<p>Express their feelings to an adult or another child and consider the feelings of others.</p> <p>Know how many hours is a healthy amount of sleep (linked to Whatever Next focus story)</p>	<p>Moderate their own feelings socially and emotionally.</p>
Early Learning Goals	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. - 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. - 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.					
Nursery Physical Development <i>(split into Skills & knowledge)</i>	Children will explore large mark making and use large-muscle movements to wave flags and streamers, paint and make marks. Children will know how to ride a mini bike/scooter.	Use a non-dominant hand to assist and stabilize the use of objects Builds structures of 9+ small blocks. Children will know how to climb using alternate feet, to get to the top of the slide.	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Children will know how to throw a ball. Children will confidently know how to write the first letter in their name.	Children will know how to work together to carry large items such as the wooden blocks or tyres. Children will know how to use loop scissors to make snips in paper.	Children will show preference for a dominant hand. Children will begin to learn how to skip, hop and stand on one leg. Children will know how to use a comfortable grip when holding a pencil.	Children will know how to zip up their coat. Children will stand on one leg and hold a pose for a game like musical statues. Children will know how to write all of the letters in their name.
Reception Physical Development	Children will develop their walking, crawling and climbing in the outdoor environment. Children will begin to learn to push themselves along on the school bikes and scooters. Children will know how to stop effectively on the bikes and scooters.	Develop balancing on low planks and beams. Children will jump and hop landing safely in the outdoor environment and in PE lessons. Children will know how to use the metal A frames. Children will know 'One hand holding the pencil and one hand on the paper/book' when mark making.	Use a range of tools safely and confidently: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Children will know how to retrieve and tidy away the sand and mud tools. Children will begin to know how to throw a ball in the outdoor environment with control, keeping inside boundaries. Children will know to put their arms to the side to balance when walking across planks on the metal A frames.	Children will show preference for a dominant hand. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Children will know BBC- bottom at the back of the chair	Children will develop their skipping and running technique. Children will know TNT- tummy near the table 6 feet on the floor (4 chair legs and 2 feet)	Combine different movements with ease and fluency. Confidently and safely use a range of apparatus indoors and outside, alone and in a group.
Early Learning Goals	Children at the expected level of development will: - 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.					
Nursery Literacy <i>(split into Skills & knowledge)</i>	Children will know the logos for local supermarkets. Children will begin to draw horizontal lines. Children will listen to a selection of books, developing understanding and enjoyment.	Children will know a range of signs including bus stop, parking, stop. Children will begin to draw vertical lines.	Children will know print has different purposes by exploring menus, magazines, newspapers, labels. Children will know how to draw circles.	Children will know the names of different parts of a book including the cover, title, author. Children will know how to draw diagonal lines.	Children will know how to turn the pages of a book carefully. Children will write the initial sound in their name.	Children will know that to read a story you go from left to right and top to bottom, following an adult's finger. Children will write their name.
Reception Literacy	Children will independently look at a book, hold it the correct way and turn pages.	Children will engage and enjoy an increasing range of books.	Children will act out stories using recently introduced vocabulary.	Children will be able to talk about the characters in the books they are reading.	Children will retell a story using vocabulary influenced by their book.	Children will be able to answer questions about what they have read.

	<p>Children will segment and blend sounds together to read words.</p> <p>Children will give meanings to the marks they make.</p>	<p>Children will begin to read captions and sentences.</p> <p>Children will form letters correctly.</p>	<p>Children will recognise taught digraphs in words and blend the sounds together.</p> <p>Children will write words representing the sounds with a letter/letters.</p>	<p>Children will read words containing tricky words and digraphs,</p> <p>Children will write labels/[phrases representing the sounds with a letter/letters.</p>	<p>Children will read longer sentences containing phase 4 words and tricky words.</p> <p>Children will write words which are spelt phonetically.</p>	<p>Children will read books matched to their phonics ability.</p> <p>Children will write simple phrases and sentences using recognisable letters and sounds.</p>
Nursery Phonics	<p>Aspect 1 - General sound discrimination - environmental</p> <p>Go on a listening walk.</p> <p>drumming on different items outside and comparing the sounds.</p> <p>Playing a sounds lotto game and making shakers.</p>	<p>Aspect 2 - General sound discrimination – instrumental sounds</p> <p>Comparing and match sound makers Play instruments alongside a Story.</p> <p>Make loud and quiet sounds.</p> <p>Aspect 3 – General sound discrimination - body percussion</p> <p>Listen to music and develop a sounds vocabulary (music lessons with Charlotte)</p>	<p>Aspect 4 - Rhythm and rhyme</p> <p>Listen and respond to rhyming stories</p> <p>Clap out the syllables in words.</p> <p>Play odd one out, which word doesn't rhyme?</p>	<p>Aspect 5 – Alliteration</p> <p>Start to recognize initial sounds of words, using I-Spy type games and matching objects which begin with the same sound.</p>	<p>Aspect 6 - Voice sounds</p> <p>Begin oral blending and segmenting. The teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.</p> <p>Phase 2 to begin for children who are ready.</p>	<p>Aspect 7 - Oral blending and segmenting</p> <p>Develop oral blending and segmenting skills.</p> <p>The teacher will say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects.</p> <p>For segmenting, the teacher will hold up an object such as a sock and ask the children which sounds they can hear in the word sock.</p> <p>Phase 2 to begin for children who are ready.</p>
Reception Phonics	<p>Children will read and correctly form the sounds s,a,t,p,i,n,m,d,g,o,c,k,ck e,u,r,h,b</p> <p>Children will know tricky words the, to, I, no, go</p> <p>Children will know how to write their name.</p> <p>Children will know how to write some initial sounds.</p>	<p>Children will read and correctly form the sounds f,ff,l,ll,ss j, v, w, x, y, z, zz qu, ch sh th ng</p> <p>Children will know tricky words into, he she, we, me, be</p> <p>Children will begin to blend known sounds in words.</p> <p>Children will know how to read and write some simple cvc words matching their phonic knowledge.</p>	<p>Children will read and correctly form the sounds ai ee or igh, ie oa oo oo, ar ur ow oi</p> <p>Children will know tricky words you, are, her, was, all</p> <p>Children will know how to write CVC words and begin to write CVCC/CCVC words.</p> <p>Children will know how to write a short phrase.</p>	<p>Children will read and correctly form the sounds ear air ure er ir ou oy</p> <p>Children will know tricky words they, my, said, have</p> <p>Children will know how to write a short sentence.</p>	<p>Children will read and correctly form all phase 3 sounds</p> <p>Children will know tricky words like, so, do, some, come</p> <p>Children will know how to write a short sentence with a full stop and capital letter.</p>	<p>Children will learn phase 4</p> <p>Children will know tricky words little, one, were, there, what, when, out</p> <p>Children will know how to write a short sentence with a full stop and capital letter and finger spaces.</p> <p>Children will learn to read what they have written to check it makes sense.</p>
Early Learning Goals	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; 					

	<ul style="list-style-type: none"> - 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. - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. 					
Nursery Maths	<p>To talk about what happened today, yesterday and tomorrow.</p> <p>To know how to count out a group of up to 5 objects.</p> <p>Talk about and explore 2D shapes in the environment.</p>	<p>To count out a group of up to 5 objects.</p> <p>To match number of objects to numeral.</p> <p>To begin to show an understanding of 1:1 counting to 5.</p> <p>Know that the last number you count represents the total number of objects.</p> <p>Talk about 2d shapes naming at least 2.</p>	<p>To count out a group of up to 10 objects.</p> <p>Explore one more/less using objects.</p> <p>To develop fast recognition of numbers to 3. <i>Subitise to 3.</i></p> <p>To know number names to 10 in order.</p> <p>To talk about and explore patterns in the environment</p>	<p>To compare and order objects according to their weight or length.</p> <p>To show an awareness of positional language such as under/behind/ next to/over/ on top of.</p> <p>To develop fast recognition of numbers to 4. <i>Subitise to 4.</i></p> <p>To independently create and talk about own patterns using a range of objects and resources.</p> <p>To know number names to 10 in order.</p>	<p>Practical problem solving with numbers up to 5.</p> <p>To select and use shapes appropriately in play, combining them to make models and enclosures.</p> <p>Continue to develop fast recognition of numbers and amounts. <i>Subitise to 5.</i></p> <p>Talk about 2d shapes naming at least 5.</p> <p>Begin to make sensible comparisons between objects relating to size, length, weight and capacity.</p> <p>To begin to describe a sequence of events accurately.</p> <p>To recall simple facts about a familiar journey (link to focus text 'Naughty Bus')</p>	<p>To know how to count, order and recognise numbers to 10, in and out of sequence.</p> <p>To use relevant mathematical vocabulary when talking about learning.</p> <p>To show an awareness of how numerals are formed and to experiment with own mathematical mark making.</p> <p>Continue to develop fast recognition of numbers and amounts. <i>Subitise to 5.</i></p>
Reception Maths (Power Maths)	<p>Count objects, actions and sounds.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>To know how to count accurately to 5 independently with 1:1 correspondance.</p> <p>Compare groups of identical objects within 5.</p>	<p>Compare groups of non - identical objects within 5, for example marbles and pencils.</p> <p>To know how to count accurately to 10 independently with 1:1 correspondance.</p> <p>Explore the composition of numbers to 10</p> <p>To recognize and build pictures and towers with 2D and 3D shapes (unit 3)</p>	<p>Use comparative language such as "This snowball is heavier than that snowball." (unit 6) (link to cold places topic)</p> <p>Compare numbers within 10 (unit 8)</p> <p>Addition to 10 (unit 9)</p> <p>Compare length, weight and capacity.</p> <p>Measure (unit 10)</p>	<p>Number bonds to 10 (unit 11)</p> <p>Subtraction (unit 12)</p> <p>Exploring patterns (unit 10)</p> <p>Assessment week</p> <p>Consolidation from assessment</p>	<p>Counting on and counting back (unit 14)</p> <p>To count beyond ten.</p> <p>Numbers to 20 (unit 15)</p> <p>Numerical patterns (unit 16)</p>	<p>Shape (unit 17)</p> <p>Measure (unit18)</p> <p>Assessment week</p> <p>Consolidation from assessment</p> <p>Optional: Sorting</p> <p>Optional: Time</p>

		To understand the concept of change within 5 (unit 4). Start developing understanding of number bonds within 5 (unit 5).				
Early Learning Goals	Children at the expected level of development will: - 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. - 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.					
Nursery Understanding of the World <i>(split into Skills & knowledge)</i>	To know about family structures and be able to talk about who is part of their family. To be able to talk about their body parts and what the function is of each part. To be able to identify similarities and differences between themselves and peers.	To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by some Hindus and Sikhs, Hanukah is celebrated by some Jewish people and Christmas is celebrated by some Christians. To explore the different jobs that people in our families do. How do these people help us? (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). To know that adults do a variety of jobs and that they are not all the same.	To use senses to explore the world around them. To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from.	Plant their own seeds and check how tall the plants grow. Make comparisons between habitats of farm animals and wild animals. Talk about the life cycle of a plant and animals. Make own habitats using a range of resources. To know about who celebrates Easter and what is its significance.	To learn about different modes of transportation and who operates them, how they travel to school, local area and natural environment. To know similarities and differences between modes of transportation.	Talk about where food comes from and bake a range of things.
Reception Understanding of the World	History: Past and Present Children will know about their own life story and how they have changed. Geography: People, Culture and Communities Children will know about features of the immediate environment. Science: The Natural World Children will understand the terms 'same' and	History: Past and Present Children will know some similarities and differences between things in the past and now. Geography: People, Culture and Communities Children will know that there are many countries around the world. Science: The Natural World	History: Past and Present Children will talk about the lives of people around them. Geography: People, Culture and Communities Children will know that people around the world have different religions. Science: The Natural World Children will talk about features of the environment they are in and learn about the different environments.	History: Past and Present Children will talk about past and present events in their lives and what has been read to them. Geography: People, Culture and Communities Children will know about people who help us within the community. Science: The Natural World Children will make observations about plants	History: Past and Present Children will know about the past through settings and characters. Geography: People, Culture and Communities Children will know that people in other countries may speak different languages. Science: The Natural World Children will make observations about animals discussing similarities and differences.	History: Past and Present Children will know about the past through settings, characters and events. Geography: People, Culture and Communities Children will know that simple symbols are used to identify features on a map. Science: The Natural World Children will know some important processes and changes in the natural world,

	<p>'different'.</p> <p>RE: People, Culture and Communities Children will know what Creation teaches Christian's about God.</p>	<p>Children will explore and ask questions about the natural world around them.</p> <p>RE: People, Culture and Communities Children will know what Christians say God is like.</p> <p>Children will know why Christians perform nativity plays.</p>	<p>RE: People, Culture and Communities Children will know what kind of king Jesus may have been.</p> <p>Children will know what the church is and why the local church is linked to our school.</p>	<p>discussing similarities and differences.</p> <p>RE: People, Culture and Communities Children will know why people say sorry.</p> <p>Children will know why Christians put three crosses in an Easter garden.</p> <p>Children will know how Easter Day is different to Good Friday.</p> <p>Children will know why Christians are happy on Easter.</p>	<p>RE: People, Culture and Communities Children will know what Christians say the Holy Spirit is like.</p>	<p>including states of matter.</p> <p>RE: People, Culture and Communities Children will know how the disciples changed when they first met Jesus.</p>
<p>Early Learning Goals</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. - 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. - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					
<p>Nursery Expressive Arts and Design <i>(split into Skills & knowledge)</i></p>	<p>To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard.</p> <p>To know that certain art types belong to different cultures.</p> <p>For children to be able to construct with a purpose and safely.</p>	<p>To know how different colours and materials can be used to create things.</p> <p>To learn about art and crafts from different cultures e.g. Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world.</p>	<p>To know how colours can be mixed to make a new colour.</p> <p>To use their imagination to create different works of art.</p> <p>For children to be able to construct with a purpose and safely.</p> <p>To play instruments to express feelings and ideas.</p>	<p>To know about the different materials and what can be created with them.</p> <p>To use their knowledge of stories in acting them out with friends.</p> <p>Sing songs clearly using correct words that have been learned.</p> <p>To know how to create recognisable representations of objects.</p>	<p>To know how to use props appropriately for particular stories.</p> <p>To know that they can change their voices whilst singing or acting out stories to create a dramatic effect.</p> <p>For children to be able to construct with a purpose and safely.</p> <p>To know how to use available props to develop stories and make imaginative play more purposeful.</p>	<p>To know that body movements can be changed depending on the rhythm to achieve a desired effect.</p> <p>To know that different construction toys can be used to make new things that can be used in pretend play.</p> <p>To show confidence in choice of media when creating a model or picture.</p> <p>Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm.</p>

Reception Expressive Arts and Design	<p>Children will sing and perform nursery rhymes.</p> <p>Children will experiment mixing with colours.</p>	<p>Children will experiment with different instruments and their sounds.</p> <p>Children will experiment with different textures.</p>	<p>Children will create narratives based around stories.</p> <p>Children will safely explore different techniques for joining materials.</p>	<p>Children will move in time to the music.</p> <p>Children will make props and costumes for different role play scenarios.</p>	<p>Children will play an instrument following a musical pattern.</p> <p>Children will explore and use a variety of artistic effects to express their ideas and feelings.</p>	<p>Children will invent their own narratives, stories and poems.</p> <p>Children will share creations, talk about process and evaluate their work.</p>
Early Learning Goals	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. - 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. 					