

## Early Years Curriculum



**Learn** – teach us the skills and knowledge for life

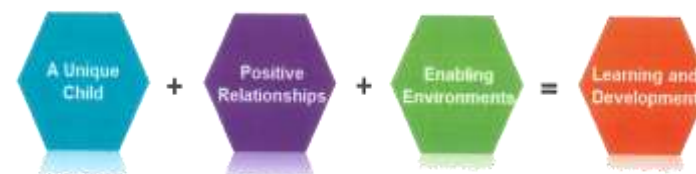
**Enjoy** – allow us to explore and have fun learning

**Achieve** – help us to be the best we can be

### Our Curricular Goals

To be <b>confident communicators</b> who can question and express our ideas and feelings	To develop an understanding of the importance of a <b>healthy body and mind</b>
To have a shared <b>love and passion for reading</b>	To be <b>curious learners</b> who show <b>resilience</b> in the face of challenge
To be <b>caring and respectful citizens</b> who value our own beliefs as well as those of others	To be <b>enthusiastic writers</b> who have the basic skills to transfer our ideas onto paper
To be <b>mastery mathematicians</b> who are secure with number and counting	To be <b>creative and innovative individuals</b> who can express ourselves

<b>Our Aims</b>	For each individual child to fulfil their highest possible potential
	To provide an individual learning experience for every child
	To create learning opportunities without limits in an inclusive community
	To foster a nurturing approach to positive behaviour, mental health and well being











### Our School Values





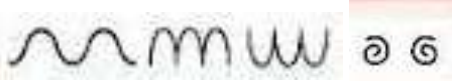
<b>Kindness</b>	<b>Respect</b>	<b>Ambition</b>	<b>Pride</b>
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<b>NURSERY</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic/Theme</b>	<b>Unique Me</b>	<b>Nursery Rhymes  In the Sky</b>	<b>1,2,3</b>	<b>Eggs!</b>	<b>Come Outside</b>	<b>Journeys  Splish, Splash Splosh</b>
<b>Enrichment activities</b>	Autumn walk  Bread tasting and Butter making  School Nurse- Hand washing	Learn and Share morning  Animal encounter  Hedgehog charity  World Rhyme Week	Feeling good week  Dentist Visit  Winter walk  Making porridge  Big garden Bird watch	World Book day  Learn and share morning  Frogs/chicks/butterflies to observe	Fruit skewers  Seasonal walk  Growing Vegetables	Farm trip  Sports day
<b>Key Texts</b>	Lulus' First Day  Incredible you  Peace at Last  Little Red Hen	Whatever Next  Blackbird, blackbird what do you do?	Golidilocks and the Three bears  Giraffes can't dance  Ruby's Worrry  The Smeds and the Smoos	The Tiger who came to tea  The Odd Egg  The Teeny Weeny Tadpole	Hungry caterpillar  Supertato	The Train Ride  Beep Beep Vroom Vroom  Up, Up, Up  We're going on a bear hunt
<b>Characteristics of effective Learning</b>						
<b>Playing and exploring:</b> Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning		<b>Active learning</b> Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.		<b>Creating and thinking critically</b> Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.		
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<i>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.</i>					

<b>Personal, Social and Emotional Development</b> <i>Learn and Share Mornings Tapestry (Parental involvement) NSPCC Feeling Good Week Transition Self- Regulation Inside Out Zones of Regulation Mindful movement/yoga citizenship</i>	Settling in- Making friends My body/hygiene	Keeping safe- Internet	Feeling good (feelings and emotions)  Plus.. Dental care	Feeling safe (physically, emotionally and on the Internet)	Keeping healthy (nutrition and exercise)	Keeping safe (internet, road, bike)  Plus Transition and change
	<b>What makes you unique?</b> <b>What makes you smile?</b> <b>How can you keep clean?(including handwashing)</b> <b>Can you name your body parts and know which parts should be private?</b>	SEE ICT	<b>How does it make you feel?</b> <b>How does it make others feel?</b>  <b>How can you look after your teeth?</b>	<b>Where do you feel safe at home and in school?</b> <b>What can you do if you feel unsafe?</b> <b>Who can you tell if you feel unsafe?</b> <b>Why do we need rules?</b>	<b>What can you do to keep your body healthy?</b> <b>Which foods are healthy/unhealthy?</b>	<b>How can you stay safe on your bike/ near the road?</b>  <b>What are you looking forward to next year?</b> <b>What are you nervous about?</b>
	<ul style="list-style-type: none"> <li>- Select and use activities and resources, with help when needed.</li> <li>- Develop their sense of responsibility and membership of a community.</li> <li>- Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>- Follow rules, understanding why they are important.</li> <li>- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> </ul>		<ul style="list-style-type: none"> <li>- Show more confidence in new social situations.</li> <li>- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</li> <li>- Understand gradually how others might be feeling.</li> <li>- Play with one or more other children, extending and elaborating play ideas.</li> <li>- Remember rules without needing an adult to remind them.</li> </ul>		<ul style="list-style-type: none"> <li>- Find solutions to conflicts and rivalries</li> <li>- Develop appropriate ways of being assertive.</li> <li>- Talk with others to solve conflicts.</li> <li>- Make healthy choices about food, drink, activity and tooth brushing.</li> </ul>	
<b>Vocabulary</b>	safe unsafe healthy unhealthy rules routines dangerous					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Communication and Language</b> <i>Rhyme of the Week</i>	<i>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.</i>					

Daily story time Chatterbox End of morning reflection time Circle time Word aware <b>Appendix a (Vocabulary by area)</b>	<ul style="list-style-type: none"><li>- Understand a simple question or instruction</li><li>- Sing a large repertoire of songs.</li><li>- Start a conversation with an adult or a friend</li><li>- Use talk to organise themselves and their play:</li></ul>	<ul style="list-style-type: none"><li>- Understand a question or instruction that has two parts</li><li>- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li><li>- Use longer sentences of four to six words.</li></ul>	<ul style="list-style-type: none"><li>- Understand 'why' questions</li><li>- Use a wider range of vocabulary.</li><li>- Begin to use irregular tenses in their conversations (ran)</li><li>- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li></ul>			
<b>French</b>	<b>Can you sing a Nursery Rhyme in French?</b>					
<b>Physical Development</b>	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.					
Gross Motor skills Daily Child initiated learning Morning movement Balancability Fundamental movement ( PE coach) parachute games Daily Mile Sports Day Building/large Construction/dens yoga	Core strength and stability	Balance	Body and space- and moving to music	Ways of moving	Hand eye co-ordination Bi-lateral coordination	Throwing and catching
	Can you lie on you tummy and stretch your arms? Can you squat for a short period of time?	Can you stand on one leg? Can you hop on both feet?	Can you move using different parts of your body?	Can you crawl through a tunnel? Can you slide across the floor on your tummy and back? Can you run at different speeds?	Can you pass an object from one hand to another? Can you move both arms together?	Can you roll a ball underarm? Can you throw a beanbag to a friend?
	Fundamental Movement skills Running fast Hopping on both feet Roll a ball underarm					
	<ul style="list-style-type: none"><li>- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li><li>- Go up steps and stairs, or climb up apparatus, using alternate feet.</li><li>- Use large-muscle movements to wave flags and streamers, paint and make marks</li></ul>		<ul style="list-style-type: none"><li>- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li><li>- Skip, hop, stand on one leg and hold a pose for a game like musical statues</li></ul>		<ul style="list-style-type: none"><li>- Start taking part in some group activities which they make up for themselves, or in teams.</li></ul>	
Fine Motor skills Morning- Busy fingers tweezers dough disco write dance puzzles threading drawing	Progression in pencil grip  Dough Disco skills- finger strength					

<div>cutting</div> <div>Appendix b (Scissor Progression)</div> <div>Appendix c (Fine Motor development)</div>	<div></div> <div>flattencylinder rollpushtwistsqueezeroil (into a ball)spiral</div> <div><ul style="list-style-type: none"><li>- Use one-handed tools and equipment, making snips in paper with scissors.</li><li>- Use a comfortable grip with good control when holding pens and pencils.</li><li>- Show a preference for a dominant hand.</li><li>- Be increasingly independent, as they get dressed and undressed, for example, putting coats on and doing up zips.</li></ul></div>						
	<div>Vocabulary:</div> <div>Strength, move, balance, rolling, crawling, walking, jumping, running, hopping, skipping, climbing, throwing, catching, kicking,</div>						
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	<div>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</div>						
<div>Reading/ Phonics</div> <div>Foundations for Phonics( Little Wandle)</div> <div>Daily story time</div> <div>rhyme of the week</div> <div>Sharing books</div> <div>Teachers choice books</div> <div>Appendix d (Key texts/additional texts and vocabulary)</div> <div>Read the Book</div> <div>Read 1- Read the book aloud</div>	Body Sounds Voice Sounds	Environmental Sounds Instrumental Sounds	Rhyme	Alliteration	Oral Blending		
	Can you perform songs with actions? Can you identify body sounds (snoring etc) Can you copy a sequence of body sounds? Can you use your voice to make slow, fast / quiet, loud / long, short sounds and at different volumes? Can I make sounds with my voice (tick-tock)? Can you continue a sound pattern with your voice and vary the pitch? Can you describe a voice sound using	Can you listen to and identify indoor and outdoor sounds? Can you use drumsticks (stoke, beat, tap) to make different sounds? Can you identify the sounds on a game or ones made behind a screen ( keys, bells, animals etc) Can I identify and name instruments being played? Can I repeat a rhythm? Can you copy loud and quiet sound ( with instruments)?	Can you join in with repetitive and rhyming stories? Can you perform actions to rhymes? Can you identify and sort rhyming objects and pictures? Can you continue a rhyming string?	Can you sort objects and pictures that begin with the same sound? Can you join in with an alliterative story and make suggestions for new phrases? Little Wandle – Bertha the bus is going to the zoo Little Wandle- Name play Little Wandle – play with sounds	Can you understand ‘sound talk’ words that are segmented like c-oa-t? Can you sound out and clap cvc words with an adult? Can you identify objects with three phonemes from ‘sound talk’ like f-i-sh? Can you blend two or three phonemes from ‘sound talk’ to make a word? Can you say how many phonemes there are. For example p-i-g one, two three? Little Wandle- Blend from the Box Little Wandle- Can you touch your..?		
	Little Wandle Group Reading Wordless Books						
	Animal fun Sound walk Numbers fun Old Mac Donald had a farm At the beach People who help		New titles... Party time My day Our world Incy Wincy Spider I Spy fairy tales				

<b>Read 2-Read the story and teach the verbs</b> <b>Read 3- Read the story and link to the nouns</b> <b>Read 4- Bring the language alive</b>  <u>Connect to the book</u> <b>Explore the sensory aspects of the story</b>	words like 'long', 'short', 'loud'? Can you use your voice to add sounds to a story? Can you make the right shapes and movements with mouth to say the sounds? Little Wandle – Voice sounds Little Wandle What's in the box?		Can you stop and start playing an instrument at the signal? Can you play an instrument alongside a story?			
	<ul style="list-style-type: none"><li>- engage in extended conversations about stories, learning new vocabulary.</li></ul>		<ul style="list-style-type: none"><li>- develop their phonological awareness, so that they can: spot and suggest rhymes count or clap syllables in a word</li><li>- recognise words with the same initial sound, such as money and mother</li></ul>		<b>understand the five key concepts about print:</b> <ul style="list-style-type: none"><li>- print has meaning</li><li>- print can have different purposes we read</li><li>- English text from left to right and from top to bottom</li><li>- the names of the different parts of a book page sequencing</li></ul>	
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Writing</b>  <i>Opportunities across all areas ( inside and outside)</i>	Giving Meaning to marks	Making marks (distinguishing between pictures and words)  Copy and Trace writing Patterns	Copy and Trace writing patterns	Copy and Trace Writing patterns	Tracing name ( with a capital letter at the beginning  Copy and Trace Writing patterns	Copying name (with a capital at the beginning)  Copy and Trace writing patterns
<b>Writing patterns</b>					<b>Letter Join patterns</b> 	
<b>Exposure texts</b>	pictures ( no text)	Christmas cards invitations	Recipe book	information poster/leaflet	shopping list	Tickets postcard
	<ul style="list-style-type: none"><li>- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page;</li><li>- Write some or all of their name accurately</li></ul>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Maths</b>	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.					
<b>Essentials for Counting</b>	Subitizing and Pattern	Subitizing and Pattern	Subitizing and Comparison	Subitizing and Comparison	Subitizing and Classification	Subitizing and Classification
<b>Numberblocks NCETM</b>			Number blocks Numbers to 3	Numberblocks Introducing 4	Numberblocks Exploring 5	Numberblocks 1:1 correspondance (cardinality, stable order

See Long Term Maths Plan						conservation of number)
	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’. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.		develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’) Compare quantities using language: ‘more than’, ‘fewer than’. make comparisons between objects relating to size, length, weight and capacity. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. understand position through words alone – for example, “The bag is under the table,” – with no pointing.		recite numbers past 5. 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: for example, showing the right number of objects to match the numeral, up to 5. experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.	
Representations						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding of the World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension					
	Changes within living memory First day at Nursery photo/measuring height	Events beyond living memory Nursery Rhyme (Sing a song of sixpence)	Events beyond living memory Nursery Rhyme (Polly put the kettle on)		Events beyond living memory Nursery Rhyme (Jack and Jill went up the hill)	Changes within living memory Last day in Nursery photo/measuring height Significant Individuals Journeys (Old and New transport+
	What do you like doing? What are you looking forward to doing/learning? What can you don now that you couldn’t do as a baby?	How did the maid wash and dry the clothes without a washing machine?	How did Polly make a cup of tea without a kettle?		How did Jack get some water without turning the tap?	What have you enjoyed about Nursery? What are you looking forward to next? What has changed? What do you notice that is different?



	begin to make sense of their own life-story and family's history. comment on images of familiar situations in the past. compare and contrast characters from stories, including figures from the past.	comment on images of familiar situations in the past. compare and contrast characters from stories, including figures from the past.		compare and contrast characters from stories, including figures from the past. recognise some similarities and differences between life in this country and life in other countries.		
Disciplinary Knowledge	recognise identify describe observe select sequence					
Vocabulary	past, old, modern, new, first, same, different, order, change					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maps, globes and compasses in Child Initiated Learning for children to explore Exploration of school grounds Season walks	Location Knowledge Houses and homes		Physical /Human features- Goldilocks and the Three Bears- (woodland scene)	Geographical Fieldwork School pond (collecting frogspawn)  Journey stick ( walk around school grounds and collecting items)		Location knowledge Polynesian islands (Moana) Geographical fieldwork Looking at maps and globes
	Where do you live? Does everyone's house look the same?		Can you describe a woodland scene using geographical vocabulary? Can you make a woodland scene using construction pieces?	Can you use a net to safely collect frogspawn and plant life from the pond? Can you collect and name items to stick on your journey stick? Which things should we not pick up or touch?		How is the island the same/ different to where we live? Can you identify the land and the oceans on a globe/map? Can you create an imaginary map using geographical features?
	talk about what they see, using a wide vocabulary.		make imaginative and complex 'small worlds' with blocks and construction kits,		know that there are different countries in the world and talk about the differences they have experienced or seen in photos	
Disciplinary Knowledge	recognise identify describe observe select sequence					
Vocabulary	Map, place, country, weather, similar, different, building stone river field wood forest school shop					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



Discovery area Curiosity cube ( magnifying glasses, mirrors, magnets, sand timers, binoculars in provision) seasons tree display	<b>Humans</b> Growing- measuring childrens height <b>Changing materials</b> making butter ( liquid to solid)	<b>Sound</b> Making shakers and musical instruments <b>Electricity</b> Torches/batteries/solar power <b>Seasonal changes</b> seasonal walk	<b>Changing materials</b> Ice/snow- melting <b>Seasonal Changes</b> seasonal walk	<b>Animal life cycles</b> Animals and their young	<b>Light and dark</b> Shadow puppets <b>plants</b> planting sunflowers and grass seed <b>Seasonal Changes</b> seasonal walk	<b>Forces</b> Floating and sinking materials testing boats
Outside discovery / observation: Activities for provocation supported by adult questioning. Tuff trays, planting area, water / sand, mud kitchen, waterfall area etc.	What is going to change as you get older? What is going to stay the same?  What do you notice about the cream? What has changed? How has it changed?	How can you change the sound?  How does the appliance work? Which appliances have a plug and which have batteries?  What do you notice about the trees/season? How is it different to .....( another season)?	What do you notice about the ice? What will happen if you take the ice inside/ Put it in the freezer?  What do you notice about the trees/season? How is it different to .....( another season)?	What is a baby... called? Do all animals lay eggs?	Which object makes the darkest/biggest shadow?  How does a plant change as it grows?  What do you notice about the trees/season? How is it different to .....( another season)?	Do all heavy/big objects sink and small objects float? How can you move the boat in the water without touching it?
	<ul style="list-style-type: none"> <li>- Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>- Talk about the differences between materials and changes they notice</li> <li>- Use all their senses in hands-on exploration of natural materials.</li> <li>- Explore collections of materials with similar and/or different properties.</li> <li>- Explore how things work.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the key features of the life cycle of a plant and an animal.</li> <li>- Talk about the differences between materials and changes they notice</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Explore how things work.</li> <li>- Plant seeds and care for growing plants</li> </ul>			
<b>Disciplinary Knowledge</b>	recognise identify describe observe select sequence					
<b>Vocabulary</b>	grow change same different season cold freeze melt baby egg lifecycle shadow sink float					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<i>Diverse stories and resources in provision In addition to planned units,celebrate religions and faiths within cohort</i>	Celebrations (including Harvest)	Diwali  Christmas	Stillness and Reflection  Chinese New Year	Belonging ( Family and community)  Easter	Hats and Head coverings Book -Hats of faith (covering a range of religions)	Care and Reflection  Religious stories
	<b>Celebrating joyous occasions, harvest</b> <b>How and why do we prepare for and celebrate a joyous occasion?</b> <b>How and why do Christians celebrate Harvest?</b> <b>How do we know that it's Harvest time?</b>		<b>Celebrating belonging to a family and community</b> (Develop curiosity and begin to ask questions about their own and other people's home and community life)		<b>How do we show care and concern for each other?</b> <b>Who cares for us and who do we care for?</b> <b>How do we show care for one another?</b> (Explore how and why religious people in the local community help others through their work	

	<p>Talk about, prepare and participate in tasting foods for celebrations.</p> <p><b>Exploring artefacts, dress and food</b> (Talk about lifestyle, religious and cultural places and practices, dress, food and music)</p> <p><b>Celebrating Christmas</b> <b>Why do Christians perform nativity plays at Christmas?</b> (Hear religious stories/Share the Christmas story using puppets, small world or Lego figures, retell stories from holy books)</p> <p><b>Symbols and actions</b> (Explore some religious artefacts through the senses showing respect for beliefs)</p> <p>Celebrating Diwali <b>Why is light important in some religions and festivals?</b></p>	<p><b>How do people, including those from religious groups, celebrate belonging?</b></p> <p><b>Exploring places of prayer, worship and reflection</b> (Experience through the senses, candles, incense, flowers, water, foods and religious artefacts used in sacred spaces) <b>Where do you go to be silent/still/pray/reflect?</b> (Create a reflective area, with the children, inside or out where they can participate in periods of stillness and reflection. Listen to sounds, music, voices and instruments and listen in silence to their own thoughts)</p> <p><b>Exploring the Easter story - Sources of wisdom</b> (Read an account of the Easter events from a children's bible.) <b>Why do Christians put a cross in an Easter garden?</b> <b>Which Symbols are associated with Easter?</b></p> <p>Celebrating Chinese New Year <b>What traditions are celebrated in Chinese/Lunar New Year?</b></p>	<p>.Listen to stories about religious characters including leaders helping others.)</p> <p><b>How can we help others when they need it?</b> (Share stories that encourage the children to think about what type of person the prophet Muhammad was through his actions towards the care of animals.)</p> <p><b>What makes the world so wonderful? – Ultimate questions</b> <b>What makes the world a wonderful place?</b> (Share a range of stories from different faith traditions about the beginning of the world)</p> <p><b>Human responsibility and values</b> (Share works of art and listen to religious stories, poetry and music, which express awe and wonder at the natural world.) <b>Why is the word ‘God’ so important to Christians?</b> Explore themes from the Spirited Arts competition</p> <p>Hats and head coverings <b>When might you wear a hat?</b> <b>Why are hats important in some religions?</b></p>			
<p>- Continue developing positive attitudes about the differences between people.</p>						
<p><b>Vocabulary</b></p>	<p>Celebrate, religion, faith, tradition, silent, reflect, symbol, care, belong, community respect</p>					
<p><i>Interactive whiteboard cameras</i> <i>metal detectors</i> <i>toys with buttons</i></p> <p><i>technology around us ( mobile phones/pedestrian crossings etc)</i></p> <p><i>recording devices (microphones)</i></p>	<p>ICT does not appear within the Early Years Curriculum as a discrete area of development. At The Lea, we make sure that opportunities for ICT learning are included within other areas. These include talking about the lives of the people around them and their roles in society, e.g., delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers, and inviting different people to visit from a range of occupations, such as a plumber, a farmer, a vet or an author. How does ICT help them in their job? The introduction of “cause and effect” toys supports children to understand how basic technology works and can be used within their everyday lives. Time is given to exploring equipment and teaching the pupils to use it accurately and carefully, and in a range of contexts. Throughout the Early Years, a range of technologies can be introduced in this way: cameras, remote controlled and programmable toys, metal detectors, digital magnifiers, MP3 recorders, video cameras and tablets/computers with appropriate software</p>					
		<p><b>E safety- Digi duck</b> 5 rules/internet devices <b>What are Digi ducks 5 special rules?</b> <b>Which devices do you use to go online</b> <b>How can you stay safe online?</b></p>		<p><b>E- safety- Digi duck</b> Digi ducks big decision <b>How can you be a good friend on the internet?</b></p>		<p><b>E safety Digi duck</b> Detective Digi duck <b>How do you know that what you see online is true?</b></p>
	<p><b>Technology all around</b> Exploration and attention to technology in our everyday lives</p>	<p><b>Technology and Electronic devices</b> Pushing buttons, twisting, pressing and holding, tapping – using switches or movement on devices.</p>	<p><b>Using the Internet</b> Retrieve information from the internet (Reminder of Digi ducks rules)</p>	<p><b>Digital Photography</b> Use cameras to take own photographs</p>	<p><b>Make a picture (IWB)</b> Click and drag using to create picture</p>	<p><b>Making Music and recording</b> Explore instruments, from a range of cultures. (Including electronic</p>

	( phones, laptops, ipads, toys ,pedestrian crossings etc)  <b>Can you identify technology around you?</b>	Exploring how things work ( Battery or power supply) <b>How does it work?</b>	<b>How can you use the internet to find something out?</b>	<b>What happens when you click/hold? How can you turn the device on?</b>	<b>Can you click and drag to create a picture?</b>	keyboards and musical apps on tablets) record children's pieces and play back <b>How can you make a sound?</b> <b>How can you record a sound?</b>
	<ul style="list-style-type: none"> <li>- Children to be exposed to a range of technological resources within their provision</li> <li>- Children to be taught the importance of internet safety in line with the school E safety policy</li> </ul>					
<b>Vocabulary</b>	keyboard, keys, letters, mouse, numbers, barcode, scan, image, internet, paintbrush, tools, switch, button, photograph.					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Expressive Arts and Design</b> <b>Modelled techniques and skills during ChIL (Junk modelling construction kits large threading)</b>  <b>Mechanisms</b> Children have the opportunities to explore a range of fastenings and joining techniques during their ChIL ( paper clips, split pins, staples, celloptape, glue)	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.					
	<b>Making Butter</b> spreading using a knife  <b>What happens when you shake the cream? Can you use a knife safely? Can you name the ( tools (Knife, fork, spoon, teaspoon)</b>	<b>Textiles</b> sensory properties  <b>Can you describe the different fabrics? Which ones are soft/hard?</b>	<b>Making Porridge</b> mix dry ingredients  <b>Which utensils will you use? What happens to the mixture when it is heated?</b>		<b>Making Fruit Skewers</b> push soft fruits onto a skewer  <b>Which fruits will be good for a fruit skewer? Which fruits will not work-why? Which fruits are most popular? How can you find out?</b>	<b>Structures</b> Make a boat that will float on water (Junk modelling) <b>Which material will you use for the base? How will you attach the sail? How could you improve your design?</b>
	<ul style="list-style-type: none"> <li>- Develop their own ideas and then decide which materials to use to express them.</li> <li>- Join different materials and explore different textures.</li> </ul>					
<b>Vocabulary</b>	- Design make Plan, ideas, design, make, build, join, shape, tools, change, like, dislike, different, healthy, unhealthy, ingredients fruit, vegetable, clean, safe, , cut,					
<b>collaborative individual inside outside</b>	<b>Painting</b> portraits (large scale)  <b>Focus Artists/designers:</b> Di Vinci	<b>colour mixing- sensory</b> Firework/bonfire pictures <b>Collage</b> Shape pictures  <b>Focus Artists/designers</b> Artist- Paul Klee	<b>painting/sculpting to music (sensory)</b>  Different tempo, volumes and colours ( Large scale, small scale and in a group)	<b>Painting</b> exploring colour and pattern- polka dot  <b>Focus Artists/designers</b> Artist- Yayoi Kusama	<b>Printing</b> vegetables, utensils, exploring patterns and shape	Drawing Boat picture- line and shape <b>Collage/Drawing</b> boat collage picture  <b>Focus Artists/designers</b> Christy Sverre
	Can you explain the artist's work? Why do you like / dislike it? How would you present this idea differently? What colours has the artist used? Why? What tools / resources / materials do you need? What shapes / lines will you use?					



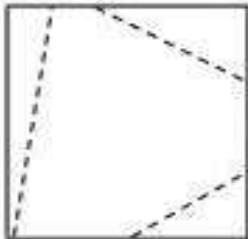
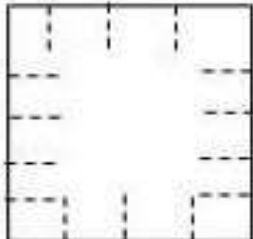
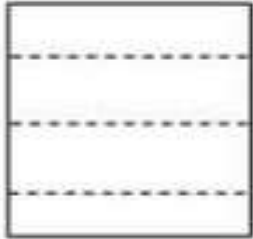

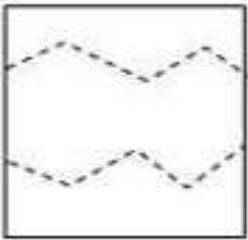

	Can you explain how you completed our art work? If you did it again would you do it differently?					
	<ul style="list-style-type: none"><li>- Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li><li>- Explore colour and colour mixing</li><li>- Use drawing to represent ideas like movement or loud noises.</li></ul>		<ul style="list-style-type: none"><li>- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc</li></ul>		<ul style="list-style-type: none"><li>- Draw with increasing complexity and detail</li></ul>	
Vocabulary	Colour, marks, Lines, space, texture, smooth, shiny, rough, prickly, flat, , bumpy, soft and hard, wet, dry,					
Music singing Nursery Rhymes World Rhyme Week Mindful music and relaxation time Outdoor music Body music Phase 1 Phonics	<b>Performing</b> <i>Creating sounds (voice and instrument) to accompany story (peace at last)</i>	<b>Instruments</b> Exploring Percussion instruments and making their own shakers and drums <b>Music appreciation</b> <b>Classical Music</b> BBC Ten pieces The Lark Ascending  <b>Christmas Songs</b>	<b>painting to music (sensory)</b>  Different tempo, volumes and colours ( Large scale, small scale and in a group)		<b>Instruments/Performing</b>  Stop and start Tap out simple repeated rhythms Explore Loud and quiet	<b>Music Appreciation</b> Louis Armstrong- What a wonderful World  <b>Appraising Music</b> What do you like/dislike about the song?
	What do you like/dislike about the song? Can you clap the pulse? Can you clap the rhythm? What can you hear? Is this a high or low sound? What movement would fit this line? Which instrument would fit this sound? What should come next?					
	<ul style="list-style-type: none"><li>- Listen with increased attention to sounds.</li><li>- Remember and sing entire songs.</li><li>- play instruments with increasing control to express their feelings and ideas.</li></ul>		<ul style="list-style-type: none"><li>- 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.</li><li>- Create their own songs or improvise a song around one they know.</li></ul>		<ul style="list-style-type: none"><li>- Respond to what they have heard, expressing their thoughts and feelings</li></ul>	
Vocabulary	<ul style="list-style-type: none"><li>- Listen, sing, beat, speed, slow, fast, soft, loud, percussion, clap, tap, individual instrument names.</li></ul>					

# Appendix a- Vocabulary by area WORD AWARE SELECT TEACH ACTIVATE REVIEW

maths		reading		writing/mark making		malleable/dough	
number numeral count digit identify compare amount equal same subitize more/less long/short fewer sort copy pattern days of the week	measure balance, shape names months of year, sequence repeat, first, next	book story author illustrator page title rhyme character setting title Question words (Who, what, where, when, why)	non fiction fiction plot blurb expression fairy tale Phonics terminology (Little Wandle)	write draw picture mark line shape pattern curve straight wavy letter word	sentence lowercase uppercase tripod grip left right Writing genres: (book, list, story, letter, instructions, postcard, recipe)	squash squidgy press twist stretch bend pinch slippery flat roll cut	mould firm shape shape names ( square, circle, triangle, rectangle) texture
construction		sand		water		small world	
build fix plan purpose explore long short material under ontop Strong Round flat	construct balance design adapt explain next to pointed, corner curved straight 2D 3D shape names	pour dig build big small fill push pat mix lift wet dry full empty	more less damp heavy light sculpt bury grain sprinkle	pour float sink splash spray bubble squirt collect drip full empty	droplet fountain trickle collect clean more less warm cold rain sea puddle river lake	character setting travel feelings vocab (happy, sad, worried) Positional vocab (in, on, under, next to)	prop speech theme habitat retell first next directional vocab ( forwards, backwards, turn
physical		technology		music		self-regulation	

Ways of moving ( crawl, hop, jump, run, skip) parts of the body balance climb movement throw catch spin twist pull push	exercise nutrition coordination perform routine pedal aim target	computer iPad technology switch power plug battery toy machine on off	mouse control device click drag	instrument percussion shake tap scrape blow beat rhythm	composer classical orchestra tempo pitch	calm feelings emotions happy sad frustrated annoyed	zone regulate
creative		discovery		snack		Supporting Questions/Sustained Shared Thinking	
draw pencil/pen/brush paint scrunch tear fold snip cut join colour mix artist designer portrait	texture stroke fabric palatte container	Look observe find out discover what where who when why magnet	magnify	healthy peel seed pip core skin pour suck	hydrate	<b>Wondering-</b> <i>I wonder what would happen..</i> <b>Thinking Aloud-</b> <i>Next I'm going to..</i> <b>Connecting Ideas-</b> <i>This reminds me of when..</i> <b>Recapping-</b> <i>So far you have ..</i> <b>Reminding-</b> <i>Don't forget that you said the ..</i> <b>Offering an alternative viewpoint-</b> <i>Maybe Goldilocks wasn't naughty when she ate the porridge</i> <b>Posing Problems-</b> <i>I see rain clouds in the distance, how can we make sure we don't get wet?</i> <b>Speculating-</b> <i>Do you think the three bears would have liked Goldilocks to come and live with them as their friend?</i> <b>Inviting to Elaborate-</b> <i>I really want to know more..</i> <b>Clarifying ideas-</b> <i>So you think that .</i> <b>Talking about Feelings-</b> <i>I think the Red Hen felt cross because the others wouldn't help</i> <b>Offering an Experience-</b> <i>I like to listen to music when I cook dinner at home</i> <b>Suggesting-</b> <i>You might like to try doing it this way</i>	

**Appendix b - scissor progression ( source- Early Adopter Group)**

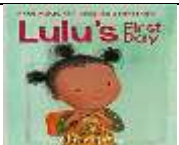

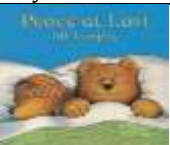







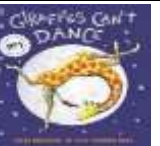

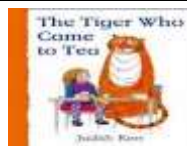












			
Uses two hands to open and close scissors.	Holds scissors with thumb and four fingers.	Chops scrap paper into smaller pieces.	Makes snips into the edges of paper.
			
Cuts fairly straight lines across paper.	Holds scissors using thumb and one finger.	Cuts angles.	Cuts curves and circles.



**Appendix c Fine Motor progression ( source- Kidsense)**

Age	Developmental Milestones	Possible implications if milestones not achieved
2- 3 years	<ul style="list-style-type: none"> <li>• Strings four large beads</li> <li>• Turns single pages of a book</li> <li>• Snips with scissors</li> <li>• Holds crayon with thumb and fingers (not fist)</li> <li>• Uses one hand consistently in most activities</li> <li>• Imitates circular, vertical, and horizontal strokes</li> <li>• Paints with some wrist action, makes dots, lines, circular strokes</li> <li>• Rolls, pounds, squeezes, and pulls playdough</li> <li>• Eats without assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Delayed self-care skills (such as eating)</li> <li>• Delayed pre-writing skill development</li> <li>• Delayed manipulation of small objects such as toys, pencils and scissors</li> <li>• Frustration when manipulating small toys and objects</li> </ul>
3 – 4 yrs	<ul style="list-style-type: none"> <li>• Builds tower of nine small blocks</li> <li>• Copies circle</li> <li>• Imitates cross</li> <li>• Manipulates clay material (rolls balls, makes snakes, cookies)</li> <li>• Uses non-dominant hand to assist and stabilise the use of objects</li> <li>• Snips paper using scissors</li> </ul>	<ul style="list-style-type: none"> <li>• Delayed pre-writing skill development</li> <li>• Frustration and/or avoidance of pencil based tasks</li> <li>• Poor pencil grasp and pencil control</li> <li>• Poor self-care skills (such as eating)</li> <li>• Delayed drawing skills</li> </ul>
4 -5 yrs	<ul style="list-style-type: none"> <li>• Cuts on line continuously</li> <li>• Copies cross</li> <li>• Copies square</li> <li>• Writes name</li> <li>• Writes numbers 1-5</li> <li>• Copies letters</li> <li>• Handedness is well established</li> <li>• Dresses and undresses independently</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulties holding and manipulating a pencil</li> <li>• Difficulties learning to write name and other letters of the alphabet</li> <li>• Dependence on caregivers for every day activities such as dressing</li> <li>• Frustration and/or avoidance of pencil based tasks</li> </ul>
5 – 6 yrs	<ul style="list-style-type: none"> <li>• Cuts out simple shapes</li> <li>• Copies triangle</li> <li>• Colours within lines</li> <li>• Uses a 3 fingered grasp of pencil and uses fingers to generate movement</li> <li>• Pastes and glues appropriately</li> <li>• Can draw basic pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulties learning to form letters and numbers correctly</li> <li>• Poor handwriting</li> <li>• Difficulties demonstrating academic ability on paper</li> <li>• Fatigue during pencil based tasks</li> <li>• Frustration and/or avoidance of pencil based tasks</li> </ul>

### Appendix c- Key texts and rhymes

	Key Texts	Key Rhymes	Tier 2 Vocabulary
Autumn	<p>Lulus' First Day Incredible you Peace at Last Little Red Hen Whatever Next Blackbird, Blackbird what do you do?</p>	<p>Twinkle Twinkle Little star Little Miss Muffet Incy Wincy Spider Sing a song of sixpence</p>	<p>nervous routine morning/afternoon/evening snooze gather greedy explore perch swoop</p>
	     	 	
Spring	<p>Goldilocks and the Three Bears Giraffes Can't Dance Ruby's Worries The Smeds and the Smoos The Tiger Who Came to Tea The Odd Egg Teeny Weeny Tadpole</p>	<p>Humpty Dumpty sat on a wall Hickory Dickory Dock 5 Little Ducks went swimming one day 5 Speckled Frogs Polly put the Kettle on</p>	<p>opposite rough/smooth determined calm invite respect kind hatch</p>
	      	 	
Summer	<p>Supertato The Very Hungry Caterpillar The Train Ride Beep, Beep Vroom Vroom We're Going on a Bear Hunt Up Up Up</p>	<p>The Wheels on the Bus Row, Row, Row your Boat Jack and Jill went up the hill Old Mac Donald had a farm</p>	<p>plant grow healthy journey float pattern search plod stride</p>
	     	 	

# Additional Texts

