
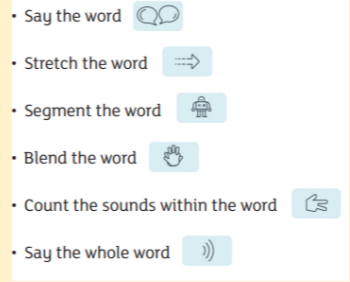



Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language CL	<p>Say own name</p> <p>Learn and use the adult's names</p> <p>Say Hello/Good morning – register</p> <p>Learn to greet others - learn peers names</p> <p>Make a statement about self and begin to answer questions - <i>Treasure boxes, weekly news/interest</i></p> <p>Listen and join in with familiar stories, copying and imitating noises the reader makes</p> <p>Follow directions of familiar routines; arrival, snack and home time, lunch club</p> <p>Understand the use of objects – <i>which one do I cut with? What do I use to draw?</i></p> <p>Begin to understand more complex sentences, e.g. <i>Put your toys away and then sit on the carpet</i></p> <p>Build up vocabulary that reflects current nursery theme</p> <p>Word Aware - daily repeated read 1 book a day</p>	<p>Use the adult's names and names of peers</p> <p>Make a statement about self and begin to answer questions - <i>weekly news/interest</i></p> <p>Listen and join in with familiar stories, copying and imitating noises the reader makes</p> <p>Listen to others in a one to one or small groups</p> <p>Follow directions of familiar routines with increasing independence</p> <p>Begin to understand more complex sentences, e.g. <i>Put your toys away and then sit on the carpet</i></p> <p>Understand the use of objects, tools and equipment in the classroom, <i>such as the art trolley</i></p> <p>Build up vocabulary that reflects current nursery theme</p> <p>Word Aware - daily repeated read 1 book a day</p>	<p>Make a statement and retell a simple past event in order and answer questions - <i>Weekly news/interest</i></p> <p>Listen and join in with familiar stories, copying and imitating noises the reader makes</p> <p>Begin to ask what and why questions to peers and adults</p> <p>Understand more complex sentences, e.g. <i>Put your toys away and then sit on the carpet</i></p> <p>Listen to others in a one to one or small groups</p> <p>Follow directions of familiar routines with increasing independence</p> <p>Begin to use prepositional words in context; <i>under, on top, behind</i></p> <p>Begin to understand 'why' and 'how' questions by answering with an age appropriate response</p> <p>Use intonation and phrasing to make meaning clear – <i>"IT'S MY BIRTHDAY!"</i></p> <p>Build up vocabulary that reflects current nursery theme</p> <p>Introduce mystery box</p> <p>Use descriptive words to explain what could be in the box</p> <p>Word Aware - daily repeated read 1 book a day</p>	<p>Make a statement and retell a simple past event in order and answer questions - <i>Weekly news/interest</i></p> <p>Listen to familiar stories with increasing attention and recall</p> <p>Ask what and why questions to peers and adults</p> <p>Listen and do whilst still engaged in an activity</p> <p>Follow directions given as a whole class, small groups and individually</p> <p>Begin to use prepositional words in context; <i>under, on top, behind</i></p> <p>Begin to understand 'why' and 'how' questions by answering with an age appropriate response</p> <p>Use intonation and phrasing to make meaning clear <i>"IT'S MY BIRTHDAY!"</i></p> <p>Build up vocabulary that reflects current nursery theme</p> <p>Word Aware - daily repeated read 1 book a day</p>	<p>Talk at greater length about things that interest them</p> <p>Use a range of tenses when explaining weekly news or talking freely to peers and adults</p> <p>Begin to ask who, what, why and where questions to peers and adults</p> <p>Use intonation, rhythm and phrasing to make meaning clear in wider contexts e.g. <i>role-play/small world with lively/animated intonation</i></p> <p>Respond to whole class instructions; snack reminders, going home routine, tidy up expectations</p> <p>Listen and do whilst still engaged in an activity – can shift attention</p> <p>Understand 'why' and 'how' questions by answering with age appropriate response</p> <p>Build up vocabulary that reflects current nursery theme</p> <p>Word Aware - daily repeated read 1 book a day</p>	<p>Talk at greater length about things that interest them</p> <p>Use a range of tenses when explaining weekly news or talking freely to peers and adults</p> <p>Ask who, what, why and where questions to peers and adults</p> <p>Use intonation, rhythm and phrasing to make meaning clear in wider contexts e.g. <i>role-play/small world with lively/animated intonation</i></p> <p>Respond to instructions with two or more elements such as; <i>tidying up- 'Tidy away the bricks in the box, hoops on the wall and balls in the baskets.'</i></p> <p>Follow directions, both when focused on the speaker and when indirectly focused</p> <p>Understand 'why' and 'how' questions by answering with age appropriate response</p> <p>Build up vocabulary that reflects current nursery theme</p> <p>Word Aware - daily repeated read 1 book a day</p>
Vocab – EYS Concepts	<i>autumn, family events/celebrations and concepts – days of the week, colours, sound and weather</i>	<i>, autumn/winter, Diwali, Hanukkah, Bonfire Night, Remembrance Day, Christmas, family events/celebrations and concepts – days of the week, size, shape, touch and weather</i>	<i>, spring, national/world events, family events/celebrations and concepts – days of the week, weather, space, light</i>	<i>spring, national/world events, family events/celebrations and concepts – days of the week, weather, space, quantity</i>	<i>summer, national/world events, family events/celebrations and concepts – days of the week, weather, order and movement</i>	<i>summer, national/world events, family events/celebrations and concepts – days of the week, weather, order and movement</i>
<p>Statutory ELG: Listening, Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Statutory ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Statutory ELG: Comprehension (Literacy) Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>						
Personal, Social and Emotional PSE	<p>Enter Heath class independently and seek an adult or object of comfort when needed</p> <p>Respond to reminders to have 'safe/gentle hands', to move 'safely/slowly/carefully'</p> <p>Learn to control own actions – with self, peers, resources – to be safe</p>	<p>Enter Heath class and follow arrival routine independently</p> <p>Takes turns in being involved in daily class tasks; weather reporter, maths meeting, recycling duties, turning on and off lights</p> <p>Try new activities with the support of an adult</p>	<p>Take turns in being involved in daily class tasks; weather reporter, maths meeting, recycling duties, turning on and off lights</p> <p>Try new activities with increasing independence</p>	<p>Begin to adapt behaviour when changes to normal daily routine are changed</p> <p>Negotiate with peers and look for guidance from a supportive adult if necessary</p> <p>Learn to control own actions – with self, peers, resources – to be safe</p>	<p>Adapt behaviour when changes to daily routine, situations and events are changed</p> <p>Negotiate with peers and look for guidance from a supportive adult if necessary</p> <p>Learn to control own actions – with self, peers, resources – to be safe</p>	<p>Understand that changes happen and develop confidence in meeting new adults in school and seeing new classrooms – transition to FS2</p> <p>Demonstrate pro-social behaviours – Kind, Respectful, Safe – with an understanding they are part of Heath</p>

	<p>Independently look at activities on offer and choose what to do.</p> <p>Sit on the carpet – large and small groups – following the group routine</p> <p>Try new activities with the support of an adult</p> <p>Play alone, alongside and with others building relationships with peers and adults</p> <p>Remain at adult directed task for short period (Busy Fingers)</p>	<p>Play alone, alongside and with others building relationships with peers and adults</p> <p>Begin to understand acts of kindness – <i>Proud Cloud</i></p> <p>Show confidence and self-esteem in new social situations; taking part in Christmas play, meeting Santa, parents visiting</p> <p>Learn to access play and learning resources and how to tidy away</p> <p>With peers and adults express a range of feelings; happy, sad, calm, angry</p> <p>Learn to control own actions – with self, peers, resources – to be safe</p> <p>Respond to reminders to have ‘safe/gentle hands’, to move ‘safely/slowly/carefully’</p> <p>Learn to ask for help – create a Helping Hand</p> <p>Remain at adult directed task for short period (Busy Fingers)</p>	<p>Play alone, alongside and with others building relationships with peers and adults</p> <p>Begin to negotiate with peers and will look for guidance from a supportive adult if necessary</p> <p>Learn to control own actions – with self, peers, resources – to be safe</p> <p>Respond to reminders to have ‘safe/gentle hands’, to move ‘safely/slowly/carefully’</p> <p>Become more aware of the similarities and differences between themselves and others</p> <p>Demonstrate pride in self and accomplishments in class; asking for photographs, sharing news/learning with all adults and peers</p> <p>Use Helping Hand to ask adults for help or express needs</p> <p>With peers and adults express a range of feelings; happy, sad, calm, angry</p> <p>Begin to understand acts of kindness – <i>Proud Cloud, Team work</i></p> <p>Begin to understand that their behaviour will impact on others; taking a toy without asking</p> <p>Remain at adult directed task for short period (Busy Fingers and adult led activity)</p> <p><i>Introduce School Rules, Learning Heroes and Zones of Regulation</i></p>	<p>Respond to reminders to have ‘safe/gentle hands’, to move ‘safely/slowly/carefully’</p> <p>Demonstrate consideration for others such as giving up a toy to someone who wants it next</p> <p>Play alone, alongside and with others building relationships with peers and adults – <i>showing an ability to play co-operatively</i></p> <p>Use Helping Hand to ask adults for help or express needs</p> <p>With peers and adults express a range of feelings; happy, sad, calm, angry, excitement</p> <p>Offer kindness to a peer who is upset</p> <p>Understand that their behaviour will impact on others; taking a toy without asking</p> <p>Remain at adult directed task for a longer period (Busy Fingers and adult led activity)</p> <p>Begin to identify their learning behaviours with the Learning Heroes</p> <p><i>Introduce School Rules, Learning Heroes and Zones of Regulation</i></p>	<p>Respond to reminders to have ‘safe/gentle hands’, to move ‘safely/slowly/carefully’</p> <p>Demonstrate consideration for others such as giving up a toy to someone who wants it next</p> <p>Play alone, alongside and with others building relationships with peers and adults – <i>showing an ability to play co-operatively</i></p> <p>Use Helping Hand to ask adults for help or express needs</p> <p>With peers and adults express a range of feelings; happy, sad, calm, angry, excitement, guilt</p> <p>Offer kindness to a peer who is upset</p> <p>Understand that their behaviour will impact on others; taking a toy without asking and begin to take responsibility for own actions with the support of an adult</p> <p>Begin to understand that words can hurt others’ feelings</p> <p>Remain at adult directed task for a longer period (<i>Busy Fingers and adult led activity</i>)</p> <p>Reinforce the Learning Heroes and identify with their learning behaviours</p>	<p>Class and the wider school – <i>assemblies, Library, visitors, moving from A to B</i></p> <p>Negotiate with peers and look for guidance from a supportive adult if necessary</p> <p>Learn to control own actions – with self, peers, resources – to be safe</p> <p>Respond to reminders to have ‘safe/gentle hands’, to move ‘safely/slowly/carefully’</p> <p>Demonstrate consideration for others such as giving up a toy to someone who wants it next</p> <p>Play alone, alongside and with others, building relationships with peers and adults - <i>showing an ability to play collaboratively</i></p> <p>Use Helping Hand to ask adults for help or express needs</p> <p>With peers and adults express a range of feelings; using zones of regulation to support their explanation</p> <p>Offer kindness to a peer who is upset and independently demonstrate acts of kindness</p> <p>Understand that their behaviour will impact on others; taking a toy without asking and take responsibility for own actions with the support of an adult</p> <p>Understand that words can hurt others’ feelings</p> <p>Remain at adult directed task for a longer period (Busy Fingers and adult led activity)</p> <p>Independently identify their learning behaviours with the Learning Heroes.</p> <p>Use the Zones of Regulation to express how you are feeling and why</p>
Vocab – EYs Concepts						
<p>Statutory ELG: Self-Regulation Children at the expected level of development will: - 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.</p> <p>Statutory ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Statutory ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others’ needs.</p>						
Physical Development PD	<p>Busy Fingers – Fine motor skills</p> <p>Peg boards, threading with large beads/cotton reels, inset puzzles, whiteboards and markers, tracing pouches, cotton bud dotting, tweezers, play dough, paint/ink stamps</p> <p>PE – spatial awareness and travelling</p> <ul style="list-style-type: none"> • Spatial awareness and negotiating space – tagging games and call and response games • Introduce importance of warming up and cooling down 	<p>Busy Fingers – Fine motor skills</p> <p>Including pencil/felt tip mark making/patterns, observational drawing, stencils, using scissors and spring-loaded scissors, fruits and vegetables printing</p> <p>PE – Dance, balance and travelling</p> <ul style="list-style-type: none"> • Firework dances, celebration dances (Diwali) using scarves and ribbons • Balance – balance on one foot or in a squat momentarily, shifting and using body to maintain balance • Travelling across equipment in a variety of ways and different levels 	<p>Busy Fingers – fine motor skills</p> <p>Including variety of writing tools; chalk, colour pencils, felt tips and painting equipment, paint brushes, homemade peg printers</p> <p>PE – Ball/Beanbag skills</p> <ul style="list-style-type: none"> • Throw a large ball and beanbag with two hands, grasping and releasing • Move a large ball and a beanbag around a space in a variety of ways – kicks, pushing with hands, patting, bouncing • Balance bean bags on different parts of their bodies and move around with it 	<p>Busy Fingers – fine motor skills</p> <p>Introduce name cards focus on recognising and overwriting their name, using writing tools with increasing control. Use scissors to snip and cut along a line</p> <p>PE - Apparatus</p> <ul style="list-style-type: none"> • Travel across and dismount successfully, either jumping and landing with two feet or climbing down maintaining balance • Create a stationary balance on equipment using hands and/or feet • Maintain balance using hands and body to stabilise 	<p>Busy Fingers – fine motor skills</p> <p>Focus on pencil grip, developing a tripod grip</p> <p>Mark making with increasing control, forming recognisable pictures and objects</p> <p>Use scissors to cut with purpose</p> <p>PE - Team Games</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others • Manage their personal needs – understanding the impact of heat on their bodies – layers/water/shade 	<p>Busy fingers – fine motor skills</p> <p>Focus on control and pencil grip</p> <p>Writing name or recognisable mark for their name. Mark make with recognisable shapes, practise letters (ELS), thread using string</p> <p>PE - Sports Day</p> <ul style="list-style-type: none"> • Negotiating space and obstacles safely, demonstrating strength/balance/ coordination • Move energetically – understand purpose of races – individual & relay • Manage their personal needs – understanding the impact of heat on their bodies – layers/water/shade

	<p>Health and self-care</p> <ul style="list-style-type: none"> • Dress with help, offering coat to put on give arm • Practise putting on school socks and shoes • Identify body parts • Understands that tools and equipment are to be used safely • Wash and dry hands effectively and understands why it is important • Gains more bowel and bladder control • Joins peers at snack table, drinking water/milk and trying snack fruits with adult guidance 	<p>Health and self-care</p> <ul style="list-style-type: none"> • Aware of how to put on own coat independently and have a go • Take off school sweatshirt and have a go independently • Take shoes and socks on and off independently • Use body part names to explain, such as where they have been hurt • Gains more bowel and bladder control • Can go to the toilet independently most of the time • Joins peers at snack table, drinking water/milk and trying snack fruits with adult guidance 	<ul style="list-style-type: none"> • Balance a beanbag on another object such as a racket and negotiate the space around them • Health and self-care • Independently take off and put on shoes, socks, coats • Knows to use equipment safely • Can explain in words or actions the effects of physical activity on their bodies • Gains more bowel and bladder control • Can go to the toilet independently • Aware of controlling deep breaths with adult guidance – breathing games; hot chocolate, balloons, lion breath • Joins peers at snack table trying a range of food including bread, toast, crumpets 	<p>Health and self-care</p> <ul style="list-style-type: none"> • Can explain in words or actions the effects of physical activity on their bodies • Can go to the toilet independently 	<p>Health and self-care</p> <ul style="list-style-type: none"> • Freely expresses the effects of exercise or weather on their bodies • Is usually dry and clean all day • Observe and control breath, taking deep breaths 	<p>Health and self-care</p> <ul style="list-style-type: none"> • Practice shoes, socks, jumpers/cardigans/coats on and off independently • Can explain in words or actions the effects of physical activity on their bodies • Is usually dry and clean all day • Independently observe and control breath, taking deep breaths, scrunching and releasing
Vocab – EYs Concepts						
<p>Statutory ELG: Gross Motor Skills 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.</p> <p>Statutory ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p> <p>Statutory ELG: Managing Self Children at the expected level of development will: - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>						
<p>Literacy – Comprehension</p> <p>Linked with Phase 1 phonics and ELS as part of Reading assessment</p>	<p>Sit and listen to a variety of stories in small groups, one to one and as a whole class. <i>Begin with Readit 2 books.</i></p> <p>Join in with stories and poems</p> <p>Join in with repeated refrains</p> <p>Show an interest in illustrations</p> <p>Engage with a variety of books including poems, stories and non-fiction</p>	<p>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories</p> <p>Show enjoyment when reading/looking at books with an adult or independently</p> <p>Independently/freely look at books and practise reading skills such as looking at front page, turning each page individually, saying ‘The end.’</p> <p>Answer ‘What happened at the beginning/first?’ ‘What happened at the end?’ in relation to familiar stories</p> <p>Re-tell The First Christmas to an adult</p> <p>Show an interest in illustrations and words in print</p> <p>Notice print in the environment such as logos, display signs, name cards, calendar</p> <p><i>Introduce the borrowing bag library</i></p>	<p>Sit and listen to a variety of stories in small groups, one to one and as a whole class. <i>Stories to be of a shorter length and to include traditional tales</i></p> <p>Talk about what they are reading with an understanding of the story or information e.g. when independently book browsing</p> <p>Begin to predict what will happen next and consider feelings of characters 1:1 & small groups</p> <p>Begin to be aware of the difference between fiction and non-fiction</p> <p>Ascribe meanings to signs, symbols and words they see in the environment – <i>Dino’s Day Out</i></p>	<p>Talk about events and characters in stories</p> <p>Begin to suggest how a story might end</p> <p>Talk about characters feelings and emotions using illustrations to support</p> <p>Ascribe meanings to signs, symbols and words they see in the environment – <i>Dino’s Day Out</i></p>	<p>Understand that the print in books conveys meaning</p> <p>Choose books of interest independently and ask an adult to read to them</p> <p>Show an awareness of rhyme and alliteration in stories read to them</p> <p>Recognise familiar books around the school and the wider environment with a developing knowledge of preference and author e.g. Julia Donaldson</p> <p>Show an interest in being a ‘reader’ – comment and question letters/sounds/words</p>	<p>Sit and listen to a variety of stories in small groups, one to one and as a whole class. <i>Stories to be of a longer length with more complex comprehension e.g. My Mum and My Dad, Splat the Cat</i></p> <p>Know that print carries meaning and that we read from left to right, top to bottom</p> <p>Talk confidently about familiar stories</p> <p>Retell and act out stories with puppets, masks, small world</p> <p>Recognise familiar books around the school and the wider environment with a developing knowledge of preference and author e.g. Julia Donaldson</p> <p>Show an interest in being a ‘reader’ – comment and question letters/sounds/words</p>
Literacy - writing	<p>Mark make/write on paper and different textures (playground, chalk boards, whiteboards, sand, playdough)</p>	<p>Mark make/write on paper and different textures (playground, chalk boards, whiteboards, sand, playdough)</p>	<p>Make up stories, play scenarios and drawings in response to experiences and themed learning</p> <p>Give meaning to their marks, drawings and paintings</p> <p>Include mark making and early writing in their play</p>	<p>Make up stories, play scenarios and drawings in response to experiences and themed learning</p> <p>Give meaning to their marks, drawings and paintings</p> <p>Include mark making and early writing in their play</p>	<p>Imitate adults’ writing by making continuous lines of shapes and symbols from left to right</p> <p>Mark make/write in their play</p> <p>Write letters of their name in order from left to right</p> <p><i>Introduce ‘Every Time We Write’ poster</i></p>	<p>Imitate adults’ writing by making continuous lines of shapes and symbols from left to right</p> <p>Dictate sentences for an adult to scribe, breaking the flow of speech into words</p> <p>Write letters of their name in order from left to right</p>
Vocab – EYs Concepts	<p>Fiction</p> <p>Dear Zoo</p> <p>Brown Bear, Brown Bear</p> <p>Oh Dear!</p> <p>We’re Going on a Bear Hunt</p> <p>The Gruffalo</p> <p>Non Fiction</p>	<p>Fiction</p> <p>The First Christmas</p> <p>Hovis the Hedgehog</p> <p>The Gruffalo’s Child</p> <p>Stick Man</p> <p>Owl Babies</p> <p>Non Fiction</p>	<p>Fiction</p> <p>Town Mouse and Country Mouse</p> <p>Big City</p> <p>Maisy in the City</p> <p>10 Little Fingers, 10 Little Toes</p> <p>Dino’s Day Out</p> <p>Non Fiction</p>	<p>Fiction</p> <p>Dino’s Day Out</p> <p>Themed books</p> <p>Non Fiction</p> <p>Themed books</p>	<p>Fiction</p> <p>Themed books</p> <p>Non Fiction</p> <p>Summer</p> <p>Themed books</p>	<p>Fiction</p> <p>Sports Day</p> <p>Goodnight Caterpillar</p> <p>The Hungry Caterpillar</p> <p>Splat the Cat</p> <p>Starting School books</p> <p>Non fiction</p>

	Autumn / Harvest	Celebration/festival books Winter	Spring Lunar New Year In My Heart Themed books			Life cycle of a butterfly Themed books
<p>Statutory ELG: Comprehension (Literacy) Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p>Statutory ELG: Writing Children at the expected level of development will: - 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.</p>						
<p>Systematic Synthetic Phonics SSP</p> <p>Phase 1</p>  <p>Comprehension as part of Reading assessment</p>	<p>Phase 1</p> <p>Environmental Sounds Develop listening skills and awareness of the environment -<i>listening walks, listening moments, drum outdoors, sound lotto</i> Develop vocabulary and identification and recollection of sounds. - <i>sound stories, Mrs... bag, describe and find it</i> Talk in greater detail about sounds using simple sentences – <i>socks and shakers, favourite sounds, enlivening stories</i> Instrumental sounds Develop an awareness of instrumental sounds and noise makers – <i>new words to old songs, which instrument, adjust the volume, Grandmother’s footsteps</i> Listen and appreciate the difference between instrument sounds – <i>matching sound makers, matching sounds</i> Use vocabulary to talk about sounds made – <i>story sounds, hidden instruments, animal sounds</i></p>	<p>Phase 1</p> <p>Body percussion Develop awareness of sounds and rhythms – <i>Talk about sounds we can make with our bodies, songs, listen to the music, Roly Poly</i> Distinguish between sounds and remember patterns – <i>follow the sound, Noisy Neighbour</i> Group sounds according to different criteria – <i>words about sounds, Pied Piper, noisy neighbour</i> Rhythm and Rhyme Develop awareness of rhythm and rhyme in speech – <i>rhyming books, repetitive books, learning songs and rhymes, listen to the beat, our favourite rhymes</i></p>	<p>Phase 1</p> <p>Rhythm and rhyme Understand the pattern of syllables in words – <i>tap your name, object bags, picnic food, jump your syllable, syllable ladder, syllable groups</i> Recognise that words rhyme – <i>rhyming soup, rhyming bingo, play with words</i> Develop knowledge about rhyme – <i>rhyming pairs, songs and rhymes, finish the rhyme</i> Produce rhyming words – <i>rhyming puppets, odd one out, I know a word</i></p> <p><i>Introduce a phase 1 library of books for parents to select from each day</i></p>	<p>Phase 1</p> <p>Alliteration Develop an understanding of alliteration – <i>I spy, Sounds around, making aliens, digging for treasure, Bertha goes to the zoo</i> Hear the initial sound in words and identify the difference – <i>Tony the Train’s Busy day, Musical corners, Our Sound box/bag</i> Produce alliterative phrases – <i>Name play, Mirror play, Silly Soup</i></p>	<p>Phase 1</p> <p>Phase 1 Reading Books – sent home weekly</p> <p>Voice sounds Distinguish between the differences in vocal sounds – <i>mouth movements, voice sounds, making trumpets, Metal Mike</i> Explore speech sounds – <i>chain games, target sounds, whose voice?</i> Talk about different sounds our voice can make and how we can use them- <i>give me a sound, sound story time, animal sounds, sing along with songs</i> Oral Blending and Segmenting Develop oral blending and segmenting in sounds – <i>oral blending, toy talk, Clapping sounds, I spy, cross the river</i></p> <p><i>Introduce e-book library to children ready for phase 2</i></p>	<p>Phase 1</p> <p>Oral Blending and Segmenting Listen to phonemes in words and remember the correct order – <i>segmenting, say the sounds, Metal Mike</i> Talk about different phonemes that make up words – <i>count the sounds</i></p>  <p>Phase 2 ELS Weeks 1-3 (no workbooks)</p> <p>Introduce phonemes satp/inmd/gock/ckeur/Review</p>
			<p>Phonics games/instructions/incidental moments – Initial sounds, sounds in our names, rhyme, oral blending and segmenting, breaking down words using ELS actions</p> 			
Vocab – EYs Concepts	listen, ears, sound, noise, quiet, loud	listen, ears, sound, noise, quiet, loud, fast, slow	syllables, rhyme	listen, sound, hear, same		Vocab linked to ELS - robot arms, me then you, say the word, stretch the word, count the sounds
<p>Statutory ELG: Word Reading Children at the expected level of development will: - 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.</p> <p>Statutory ELG: Writing Children at the expected level of development will: - 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.</p>						
Maths	<p>Learn the environment – in and out Follow the routine of the session – with regular reference to visual prompts</p> <p>Positional language – get out and tidy away classroom resources, responding to positional language; in, out, on, under, over there</p> <p>Spatial awareness – complete inset puzzles up to 12 pieces.</p>	<p>Follow the routine of the session with an understanding of the time of day / what comes next</p> <p>Positional language – get out and tidy away classroom resources, responding to positional language; in, out, on, under, over there</p> <p>Spatial awareness – complete simple jigsaw puzzles from 2 – 8/9 piece puzzles</p>	<p>Independently follow the routine of the day and use the visual timetable to know what will happen</p> <p>Positional language – use positional language in context; in, on, inside, under, over</p> <p>Spatial awareness – access to a range of jigsaw puzzles; inset, shape, size, pattern and puzzles up to 20 pieces</p>	<p>Independently follow the routine of the day and use the visual timetable to know what will happen</p> <p>Positional language – use positional language in context; in, on, inside, under, over</p> <p>Spatial awareness – access to a range of jigsaw puzzles; inset, shape, size, pattern and puzzles up to 20 pieces</p>	<p>Independently follow the routine of the day and use the visual timetable</p> <p>Observe changes to typical day</p> <p>Positional language – use positional language in context; in, on, inside, under, over, between, beside, next to, through along, behind, in front of, backwards, forwards</p> <p>Spatial awareness – access to a range of jigsaw puzzles; inset, shape, size,</p>	<p>Independently follow the routine of the day and use the visual timetable</p> <p>Observe changes to a typical day</p> <p>Positional language – use positional language in context; in, on, inside, under, over, between, beside, next to, through along, behind, in front of, backwards, forwards</p> <p>Spatial awareness – access to a range of jigsaw puzzles; inset, shape, size,</p>

	<p>Maths Meeting – Days of the week, season, months, date, weather Number rhyme – to 5 Representing up to 5 – fingers</p> <p>Number Count orally to 5 Use number names in play Compare groups and comment when they are the same up to 5. ‘I’ve got 2, you’ve got 2...the same Recognise numerals. ‘<i>That’s a number’ or ‘That’s my number, 3’</i></p> <p>Pattern Join in with simple patterns in sounds, games, stories, dance and movement predicting what comes next</p> <p>Measure Model language linked to the making of bread; weighing Recall method of bread making in order Model language linked to capacity. <i>At water tray indoor and outdoor</i></p>	<p>Maths Meeting – Days of the week, season, months, date, weather Number rhyme – to 5 Representing up to 5 – fingers Shape – circle, triangle, square, rectangle</p> <p>Number Count orally to 10 Point/touch each item counting up to 5 in a stable order Subitise (without counting) numbers to 3 Recognise numerals important to them Show fascination of large numbers in play. ‘<i>That’s one hundred for you’ or ‘a hundred thousand million’</i> Model mark making to represent the recoding of number. <i>Use lines, dots, circles</i> Explore number resources, Numicon boards and beads</p> <p>Shape Name 2D shapes, circle, square, rectangle, triangle Introduce other shapes such as oval, star, heart, hexagon Use 3D shape names with children. <i>Describe Christmas presents, ‘A cylinder’ or ‘It has lots of squares.’ Or ‘It’s a rolly shape.’</i> Describe shapes using appropriate language; point, corner, straight, curvy, line, slant</p> <p>Pattern Join in with simple patterns in sounds, games, stories, dance and movement predicting what comes next Create a repeating pattern of two or three items. <i>Christmas decorating</i></p> <p>Measure Use language linked to measuring in length; short, long. <i>Find wrapping paper big/small enough to wrap presents</i> Compare present and Christmas decoration sizes</p>	<p>Maths Meeting – Days of the week, season, months, date, weather Number rhyme – to 5 Representing up to 5 – fingers</p> <p>Number Point/touch each item up to 5 and beyond Recognise numerals up to 5 and beyond Link numerals to amounts up to 5 Mark make to represent the recording of number. <i>Use lines, dots, circles</i> Use Numicon to represent quantities, number and pattern</p> <p>Pattern Use Numicon boards to create repeating patterns</p> <p>Shape Use 3D shape construction boxes (indoors and outdoors) to build to make new shapes; bricks, Mobilo, magnet blocks, crates, planks, wooden decking blocks Describe models using informal and formal language. <i>Slanty, twisty, wiggly and cone, circle, square, line, corner</i></p> <p>Measure Use language linked to volume, and weight. <i>Making pancakes</i> Recall method of pancake making Introduce mystery box. <i>Place an object inside to guess, marble, teddy, ball</i> Use language of measure to aid description on what is inside; heavy, light</p>	<p>Maths Meeting – Days of the week, season, months, date, weather Number rhyme – to 5 Representing up to 5 – fingers</p> <p>Number Point/touch each item as they count up to 10 Recognise numerals to 10 Link numerals to amounts up to 10 Count up to 5 items, recognising that the last number represents the total so far (cardinal principle) ‘<i>1,2,3 there are 3 balls.</i>’ Notice if there is a lot or a small quantity. Through play and exploration learn that numbers are made up of smaller numbers (composition). <i>Ask what numbers are hiding in 5? 1 and 2 and 3 and 4</i> Use a range of marks and signs to assign their mathematical thinking Begin to use the understanding of number to solve practical problems in play and meaningful activities; <i>cooking, The Doorbell Rang by Pat Hutchins, ‘I need 2 more’</i></p> <p>Pattern Create repeating patterns of two or three items. <i>Easter egg designs</i> Recognise patterns in the environment, <i>checked, arrays, stripes, paving</i></p> <p>Measure Use language linked to capacity. <i>At water tray indoor and outdoor</i></p>	<p>pattern and puzzles with 20 or more pieces Maths Meeting – Days of the week, season, months, date, weather Number rhyme – to 5 Representing up to 5 – fingers</p> <p>Number Point/touch each item as they count up to 10 Recognise numerals to 10 Link numerals to amounts up to 10 Count up to 5 items, recognising that the last number said represents the total so far (cardinal principle) Through play and exploration learn that numbers are made up of smaller numbers. <i>Ask what numbers are hiding in 5? 1 and 2 and 3 and 4</i> Use a range of marks and signs to assign their mathematical thinking Use number knowledge to solve practical problems in play and meaningful activities; <i>how many more do I need, have I got enough...to fill a container</i> Recognise that each counting number is one more than the one before Separate a group of objects in different ways recognising that the total is the same</p> <p>Shape Use 2D and 3D shapes to combine and make new shapes; <i>wooden shapes, sparkly shapes, plastic shapes, junk modelling, sculptures</i> Respond to shape language and use during play and meaningful activities Comment on shape similarities and differences</p> <p>Measure Find the longer/shorter, heavier/lighter, more/less of two items. <i>Link to theme growing measuring caterpillars</i></p>	<p>pattern and puzzles with 20 or more pieces Maths Meeting – Days of the week, season, months, date, weather Number rhyme – to 5 Representing up to 5 – fingers</p> <p>Number Point/touch each item as they count up to 10 Recognise numerals to 10 Link numerals to amounts up to 10 Count up to 5 items, recognising that the last number said represents the total so far (cardinal principle) Through play and exploration learn that numbers are made up of smaller numbers. <i>Ask what numbers are hiding in 5? 1 and 2 and 3 and 4</i> Use a range of marks and signs to assign their mathematical thinking Use number knowledge to solve practical problems in play and meaningful activities; <i>how many more do I need, have I got enough...to fill a container</i> Recognise that each counting number is one more than the one before Separate a group of objects in different ways recognising that the total is the same</p> <p>Pattern Create and generate repeating patterns of two or three items. (Caterpillars) Explore symmetrical patterns, <i>butterflies</i></p> <p>Measure Find the longer/shorter, heavier/lighter, more/less of two items. <i>Link to theme growing measuring caterpillars</i> Recall a sequence of events in order, growing of a plant (Jasper’s Beanstalk) Use comparative and descriptive language; <i>adding /er/ and /est/</i></p>
Vocab – EYs Concepts						

Statutory ELG: Number 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.

Statutory ELG: Numerical Patterns Children at the expected level of development will: - **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.

Knowledge and Understanding of the World KUW	<p>Themes: Autumn, Harvest People and Communities Show interest in the lives of people who are familiar to them. <i>Children to bring in treasure boxes and share</i></p>	<p>Themes: Bonfire Night, Diwali, Hanukkah, Christmas, The Nativity Story, Remembrance Day People and Communities</p>	<p>Themes: Geography focus, Winter Chinese New Year, Internet Safety Day People and Communities Show interest and talk freely about the lives of people who are familiar to them</p>	<p>Themes: Science week, History focus, Spring, Easter, Senses, all about me and my wider family, Pancake Day, Mothering Sunday People and Communities</p>	<p>Themes: Art Enrichment, Spring, St George’s day People and Communities</p>	<p>Themes: Father’s Day, Summer Sporting events such as Wimbledon, Olympics, Football Competitions, Athletics, Keeping healthy week People and Communities</p>
---	--	---	---	--	---	--

	<p>Remember and talk about significant events in their own experience, <i>news, show and tell and circle times</i></p> <p>Celebrate child's birthday using the class cake and stickers</p> <p>Talk about what has happened and what will happen to celebrate their birthday</p> <p>Recognise and describe special times or events for family and friends</p> <p>The World</p> <p>Comment on their familiar world, <i>the journey from home to school</i></p> <p>Create a map of their journey from home to school, <i>treasure box</i></p> <p>Show care and concern for the environment, <i>autumn and changes</i></p>	<p>Show interest in the lives of people who are familiar to them</p> <p>Remember and talk about significant events in their own experience, <i>news, show and tell and circle times</i></p> <p>Celebrate child's birthday using the class cake and stickers.</p> <p>Talk about what has happened and what will happen to celebrate their birthday</p> <p>Recognise and describe special times or events for family and friends</p> <p>Compare and notice changes in toys, <i>new and old fashioned toys</i></p> <p>Join in and describe family customs and routines</p> <p>Listen and share ideas with visiting parents talking about their family celebrations</p> <p>Talk about similarities and differences in relation to friends and family, <i>Just Talk Week</i></p> <p>The World</p> <p>Talk about why things happen and how things work, <i>look at toys at describe how they work</i></p> <p>Show care and concern for the environment, <i>autumn and changes</i></p> <p>Show interest in different occupations and ways of life, <i>road safety week</i></p>	<p>Recall and talk about significant events and special times, <i>Christmas, New Year, festivals, Lunar New Year</i></p> <p>Answer what questions</p> <p>Know some of the things that make them unique, <i>Feeling Good Week</i></p> <p>The World</p> <p>Comment and ask question about their familiar world, <i>home, rooms in home, local area, playgrounds, streets, town/city</i></p> <p>Talk about local features and familiar journeys, <i>journeys - school, holiday, London. Features – Heath, Sandridge Road, playground, city centre, railway bridge, corner shop</i></p> <p>Show care and concern for the environment, care of growing plants and baby animals</p> <p>Observe seasonal changes</p> <p>Technology</p> <p>Awareness of Internet safety, <i>create a list of being safe on the internet</i></p> <p>Know what to do when Ipad/computer changes, <i>internet safety rules</i></p>	<p>Talk about the lives of people who are familiar to them, <i>family, wider family, growing up</i></p> <p>Recall and talk about significant events and special times, <i>birthdays, festivals, Easter</i></p> <p>Recognise and describe special times or events, <i>family and friends</i></p> <p>Share stories from the past who have had an influence on the present, grandparents, previous settings, child carers</p> <p>Explore artefacts and ask questions making comparisons between old and new, <i>toys now and then, vehicles, clothes, schools</i></p> <p>Understand and sequence stages of growing up, <i>baby, toddler, child, adult, baby role play, home, vets, hospital</i></p> <p>Understand and describe body parts and senses</p> <p>The World</p> <p>Show care and concern for the environment, <i>spring and the changes we observe</i></p>	<p>Talk about own home and community life, <i>special events, festivals, days out, wider family</i></p> <p>Find out about other children's experiences, <i>circle time show and tell/news</i></p> <p>Show interest in different occupations and ways of life, <i>artists, emergency services, refuse collectors</i></p> <p>The World</p> <p>Develop an understanding of growth and changes over time, <i>lifecycles, growing plants</i></p> <p>Demonstrate and show care and concern for living things and the environment, <i>caring for tadpoles, plants, herb garden</i></p> <p>Understand and talk about looking after our environment, <i>sorting rubbish, care of plants</i></p>	<p>Talk about own home and community life, <i>special events, festivals, days out, wider family</i></p> <p>Find out about other children's experiences, <i>circle time show and tell/news</i></p> <p>Show interest in different occupations and ways of life, <i>artists, emergency services, refuse collectors, people who help us, keeping healthy week</i></p> <p>The World</p> <p>Develop an understanding of growth and changes over time, <i>lifecycles, growing plants</i></p> <p>Demonstrate and show care and concern for living things and the environment, <i>caring for caterpillars, plants, flower garden</i></p> <p>Understand and talk about looking after our environment, <i>sorting rubbish, care of plants and living things</i></p>
--	--	--	--	---	---	---

Vocab – EYs Concepts						
-----------------------------	--	--	--	--	--	--

Statutory ELG: Past and Present Children at the expected level of development will: - 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.

Statutory ELG: People, Culture and Communities Children at the expected level of development will: - 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.

Statutory ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design EAD	<p>Perform at The Community Harvest Festival</p> <p>Creating with materials/Being imaginative and expressive</p> <p>Sing familiar songs</p> <p>Dance and move freely using scarves and ribbons</p> <p>Join in with circle and ring games</p> <p>Learn where and how to use tools accessible in Heath class; <i>scissors, glue sticks, spatulas, variety of writing genre, hole punches, Sellotape</i></p> <p>Introduce how to use construction boxes and where they are kept.</p> <p>Use construction materials to stack vertically, horizontally, balancing</p> <p>Engage in imaginative play based on own experiences/peers and themed learning. <i>Role play will be a home but change in line with the children's interests</i></p>	<p>Perform The Nativity to an audience</p> <p>Creating with materials/Being imaginative and expressive</p> <p>Join in with dancing games</p> <p>Develop an understanding of how to create and use sound intentionally. <i>Add sound effects to stories; We're Going on a Bear Hunt</i></p> <p>Explore colour and how it can be changed.</p> <p>Mix primary colours to make secondary colours</p> <p>Listen to stories and songs; The Colour Mixing Song, Crayon by Simon Rickerty.</p> <p>Experiment and explore colour mixing using primary colours with a focus on Jackson Pollock</p> <p>Explore and learn how to create movements appropriately to music or sounds; <i>PE lessons, firework dance, Diwali dance</i></p>	<p>Perform in a class assembly</p> <p>Creating with materials/Being imaginative and expressive</p> <p>Tap out simple repeated rhythms, using claves and other instruments</p> <p>Use sound purposefully and say why they like it</p> <p>Explore colour and mixing through different mediums; watercolours, paints, stories and songs</p> <p>Develop an understanding of using line to represent images</p> <p>Follow step by step instructions to create a picture; <i>Three little Pigs, portraits, park designs, family pictures with a focus on Toyin Ojih Odutola</i></p> <p>Paint with purpose</p> <p>Notice colours when painting/making pictures</p> <p>Use tools independently</p>	<p>Perform in the Spring Festival</p> <p>Creating with materials/Being imaginative and expressive</p> <p>Use sound purposefully and say why they like it</p> <p>Tap out rhythms copied and made up.</p> <p>Use line to enclose spaces and to represent images. <i>Children will be able to talk about their mark making and creations made</i></p> <p>Follow step by step instructions to create a picture; <i>Three little Pigs, portraits, park designs, family pictures with a focus on Toyin Ojih Odutola</i></p> <p>Paint with purpose</p> <p>Notice colours when painting/making pictures</p> <p>Use tools independently</p> <p>Use drawings to represent actions and objects, including imaginative</p>	<p>Participate in Arts Week; <i>clay workshop, drama workshop</i></p> <p>Creating with materials/Being imaginative and expressive</p> <p>Use sound purposefully and say why they like it</p> <p>Generate own rhythms using musical instruments</p> <p>Use line and drawing in a wide range of ways; imaginatively, copying, observation, experience and experimental</p> <p>Use tools independently and understand each tool has a specific purpose</p> <p>Model and create sculptures using junk modelling and clay; <i>focus on Jean Miro</i></p> <p>Paint with purpose</p> <p>Use colours appropriately when painting/making pictures</p>	<p>Creating with materials/Being imaginative and expressive</p> <p>Use sound purposefully and say why they like it</p> <p>Generate own rhythms using musical instruments</p> <p>Use tools independently and understand each tool has a specific purpose</p> <p>Paint with purpose</p> <p>Use colours appropriately when painting/making pictures</p> <p>Paint with purpose</p> <p>Use construction boxes or working mats to build models with an understanding of construction method</p> <p>Explain how they made their model, what was tricky and how they solved a problem</p> <p>Think of their own ideas to improve models</p>
---------------------------------------	--	--	---	--	---	---

	<p>Explore creative media freely, <i>paints, gluing, scissors, paint sticks, playdough</i></p>	<p>Access tools independently use them asking for help if needed Use construction boxes or working mats to build models. Offer ideas of how to change/improve model <i>Encourage children to think of their own ideas.</i> Use construction materials to stack vertically, horizontally, balancing Engage in imaginative play based on own experiences/peers and themed learning. <i>Home, living room, babies, Christmas workshop/house</i> Model use of props to become resources in imaginative play, <i>brick as a telephone</i></p>	<p>Use construction boxes or working mats to build models. Offer ideas of how to change/improve model. <i>Encourage children to think of their own ideas through questioning</i> Use construction materials to stack vertically, horizontally, balancing problem solving when a structure/model falls or comes apart Engage and offer ideas in imaginative play based on own experiences/peers and themed learning. <i>Home, babies, St Albans Tourist office, building site</i> Model use of props to become resources in imaginative play – brick as a telephone Ask adults for role play/small world enhancements; <i>'I need a pad to make a shopping list.'</i> Or <i>'I need a measuring tape to build my house.'</i></p>	<p>creations; <i>listen to music and respond with making marks/pictures</i> Use construction boxes or working mats to build models with an understanding of construction method. Explain how they made their model, what was tricky and how they solved a problem. Engage and offer ideas in imaginative play based on own experiences/peers and themed learning. Create own props using the resources around them; <i>paper telescope, brick as a phone, stilt as a bag</i></p>	<p>Use construction boxes or working mats to build models with an understanding of construction method. Explain how they made their model, what was tricky and how they solved a problem. Think of their own ideas to improve models Engage and offer ideas in imaginative play based on own experiences/peers and themed learning. Create own props using the resources around them; <i>paper telescope, brick as a phone, stilt as a bag</i></p>	<p>Engage and offer ideas in imaginative play based on own experiences/peers and themed learning. Use ideas from familiar stories to enhance imaginative play Act out familiar stories using props Create own props using the resources around them; <i>paper telescope, brick as a phone, stilt as a bag</i></p>
<p>Vocab – EYs Concepts</p>						
<p>Statutory ELG: Creating with Materials Children at the expected level of development will: - 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. Statutory ELG: Being Imaginative and Expressive Children at the expected level of development will: - 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.</p>						