Bernards Heath Infant & Nursery School

child
home school

FS2 EYFS at Bernards Heath Infant and Nursery School

A curriculum created for children in Foundation Stage 1 and 2

Birth to 5 Matters 2021, Statutory framework for EYFS 2021, Growing Up at Bernards Heath 2021(Relationships and Health Education)

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language CL	**Tell** people their name **Learn** and say teachers' names and names of familiar peers – *circle games, songs, welcome activities* **Respond** to greetings – *registration, morning greetings, 1:1 welcomes* **Talk about** self, own family, likes and interests – *Treasure boxes, family photos* **Ask for** help – *seek an adult and explain needs/wants – may use gesture to show need for toilet* **Comment on and asks questions** related to features of the environment – *new classroom, resources, natural environment – I can see… Where's the X? What's that?* **Participate** in 1:1 and small group discussions – *express own ideas, and experiences – I like/I went/ I can/I have/I know* **With support, begin to** express own needs and feelings – *linked to 6 named emotions – if crying, learn to say why e.g. 'I miss my X'* **Listen to and follow** direct instructions – respond with relevant comments or actions **Listen attentively to** the teacher input (carpet times/adult led), showing engagement and attention even if not ready to actively participate in large group discussion **Learn to initiate** and make playful actions or movements for other children to mirror and follow – making new friendships,	**Address** adults and peers by their names, **seeking** familiar adults to share needs/wants **Use words** to express needs, wants, feelings and ideas often through questioning– *Can I? Will you? I want to X, Where's the? When are we?* **Comment on and ask questions** about day-to-day school life, learning, routines and activities – *I like it when we… Will we still x?* **Tell adults about** their own experiences linked to their own family, celebrations and special events in their own lives **Make comments** about what they have heard – *link to celebrations, cultures and religions – I like the bright colours, That was funny! She's my favourite, I do that in my church…* **Share family** customs – *At my house we… At the weekend I… When it's my birthday we…* **Participate** in 1:1 and larger group discussions – *express own, ideas, and experiences – I like/I went/ I can/I have/I know* **Listen to and follow** direct instructions – respond with relevant questions, comments or actions – *Do I need to x? Is it this way? Do I do it like this? What does x mean?* ***Talk about own feelings*** *and how to manage them – 6 named emotions –* **Learn to initiate** and make playful actions or movements for other children to mirror and follow –– *waving, smiley, gesturing, Can I play?*	**Use talk** to organise, sequence and clarify thinking, ideas, feelings and events **Talk freely** about own life, family and experiences – seeking familiar adults and initiating conversation or sharing in response to adult directed learning during group/carpet time or 1:1 **Find out** about others' lives and experiences – *Learning Partners, circle times, respond with relevant comments or questions* **Learn how** to use language for negotiating, by saying *May I…?, Would it be all right…?, I think that… and Will you…?* – modelled by adults in our interactions with them ***Talk about own feelings*** *and how to manage them – 6 named emotions – You could take a deep breath, I calm down in my bedroom* **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 – focus *Geography vocab. – local area observations, Science - seasonal changes* **Listen attentively** and respond to what they hear with relevant questions **Express** their ideas and feelings about their experiences using full sentences – *sentences modelled back by adults to extend*	**Use talk** to organise, sequence and clarify thinking, ideas, feelings and events **Talk freely** about own life, family and experiences – seeking familiar adults and initiating conversation or sharing in response to adult directed learning during group/carpet time **Find out** about others' lives and experiences – *Learning Partners, circle times, Time to Talk – respond with relevant comments or questions* **Learn how** to use language for negotiating, by saying *May I…?, Would it be all right…?, I think that… and Will you…?* – modelled by adults in our interactions with them **Offer explanations** for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems – *seasonal changes and festivals and celebrations – I think…, 'because…',* **Listen attentively** and respond to what they hear with relevant questions **Express** their ideas and feelings about their experiences using full sentences – *sentences modelled back by adults to extend, add detail, model grammar and speech sounds* **Understand** questions such as who; why; when; where and how – in response to stories or events **Introduce -** *Traditional Tales, puppets to retell stories*	**Introduce** a storyline or narrative into their play - **Develop narratives** using words such as: first, last, next, before, after, all, most, some, each, every –, *story-telling* **Talk about past and present** events in their own life and in the lives of family members – *personal history, special events such as birthdays, family parties, holiday* **Understand** questions such as who; why; when; where and how – in response to stories or events **Use everyday language** related to time – explain (talk through in sequence) own daily routine at home and school	**Introduce** a storyline or narrative into their play - **Develop narratives** using words such as: first, last, next, before, after, all, most, some, each, every – *Traditional Tales, story-telling* **Talk about past and present** events in their own life and in the lives of family members – *using full sentences including conjunctions (because)* **Understand and answer** questions such as who; why; when; where and how – in response to stories or events
Supporting Language Development	Understand **'in, 'under' and 'on'** Learn the meaning of 'where' Understand '**behind, infront** Start to understand and use the **past tense**.	Start to use pronouns **'he', 'she' 'I', 'you', they'**	Generate ideas about the **function of objects** and know that lots of objects perform the same task. **Understand** questions such as **who; why; when; where and how** – in response to stories or events	Understanding: **many, few, long, short, first, last** **Opposites** (wet/dry, cold hot etc)	Link sentences using **'because'** Understand sentences containing **'either' or'** Understand periods of time: **yesterday, today, tomorrow**, **first, last, next, before, after,**	Talk about things that are going to happen in the **future, next, now.** **Develop narratives** **Predict** what might happen next **Compare** what is the same and what is different

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.
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.

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						
Personal, Social and Emotional PSE	**Learn** our School Rules and Learning Heroes **Begin** to exemplify an understanding of the school rules through behaviours shown *(kind, safe, respectful)* **Learn and follow** the class method to stop, look and listen when following whole class instructions **Learn and follow** the whole class carpet expectations for listening to an adult and peers **Learn to access** toilets/coat pegs/book bags safely and independently **Learn to access** play and learning resources with a clear idea about what they want to do in their play and how they want to go about it **Learn to ask** for help – create a Helping Hand **Learn the 4 colours** of the Zones of Regulation – link each colour to feeling **6 named emotions** **Learn to** wait for what I need – show an understanding of managing impulsivity, waiting for needs to be met – *waiting for their name to be called, hands up, not always first, self-regulating when needs cannot be immediately met* **Learn to initiate** and make playful actions or movements for other children to mirror and follow – making new friendships, inviting others to play – *waving, smiling, gesturing* **Managing Self** Eat a healthy range of food stuffs, understanding the need for variety Describe a range of food textures and tastes noticing changes	**Learn and exemplify** how to move around school – *(kind, safe, respectful)* **Learn to ask** for help from less familiar adults (e.g. lunchtime staff) **Learn to try** new activities – introduced to areas outside of own classroom including big playground, using equipment and areas with older children, Library **Learn to manage** basic hygiene and personal needs outside of own classroom – lunchtime toilets/own coat and water bottle **Has a clear idea** about what they want to do in their play and how they want to go about it – accesses resources and tidies away with support **Learn about** our Learning Heroes to begin working co-operatively – 'your turn first, then my turn', demonstrate 'Team Work' **Learn to respect** differences- engaging in stories about other people's lives - *Global Families, Diwali, Hanukkah* **Learn the 4 colours** of the Zones of Regulation – link each colour to feeling **6 named emotions** - angry, sad, excited, worried, happy, calm – talk about how to **recognise and manage** these feelings **Learn how** to keep myself safe - *Road Safety Week* **Learn how** to keep myself safe - *NSPCC Pants* – **engage in** conversations focused on 'personal space' and respecting others privacy **Anti Racism and Belonging** https://www.youtube.com/watch?v=Dk_HYAiS26I learn about melanin and the science behind our bodies/our skin, hair, eye colour/our unique families	**Learn how to** maintain a positive relationship with adults and peers – being smiley and friendly, being assertive 'Stop! I don't like it', being respectful of another person's choice/decision/space **Learn how to** regulate behaviour in changing circumstances – whole school assemblies, responding to visitors **Learn the 4 colours** of the Zones of Regulation – link each colour to feeling **6 named emotions**. Talk about how to **recognise and manage** these feelings. **Learn to** wait for what I need – show an understanding of managing impulsivity, waiting for needs to be met – *waiting for their name to be called, hands up, not always first* **Develops** particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking **Learn to listen** when others are talking – taking turns to share thoughts and ideas **Learn to** play co-operatively – 'your turn first, then my turn', demonstrate 'Team Work' **Learn to ask** for help – revisit our Helping Hand – widening school contacts **Learn to** link own actions to our Learning Heroes **Anti Racism and Belonging** https://www.youtube.com/watch?v=Dk_HYAiS26I	**Learn how to** maintain a positive relationship with adults and peers - *(kind, safe, respectful)* – being smiley and friendly, being assertive, being respectful of another person's choice/decision/space **Learn how to** regulate behaviour in changing circumstances with increasing independence – moving from external to internal discipline when further away from familiar adults **Learn the 4 colours** of the Zones of Regulation – link each colour to feeling **6 named emotions** and **explain** how to manage these feelings **Learn to** wait for what I need – show an understanding of managing impulsivity, waiting for needs to be met – *waiting for their name to be called, hands up, not always first, managing self when needs cannot be immediately met* **Develops** particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking **Learn and follow** the class method to stop, look and listen when following whole class instructions with several steps or actions **Learn to** be responsible and independent – looking after our own belongings and our classroom **Learn to** link own actions to our Learning Heroes **Learn how** to keep myself safe - *NSPCC Pants* – **engage in** conversations focused on 'personal space' and respecting others privacy	**Learn how to** maintain a positive relationship with adults and peers - *(kind, safe, respectful)* – being smiley and friendly, being assertive 'Stop! I don't like it', being respectful of another person's choice/decision/space **Is increasingly socially skilled** and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support **Learn how to** regulate behaviour in changing circumstances with increasing independence – moving from external to internal discipline when further away from familiar adults **Learn the 4 colours** of the Zones of Regulation – link each colour to feeling **6 named emotions** and **explain** how to manage these feelings **Learn and follow** the class method to stop, look and listen when following whole class instructions with several steps or actions **Learn how** to be a friend – listen, share, play, care, be welcoming **Learn to respect** differences- engaging in stories about other people's lives **Learn how** to keep myself safe – *sun safety* **Anti Racism and Belonging** https://www.youtube.com/watch?v=Dk_HYAiS26I	**Exemplify** efforts to follow the school rules – *(kind, safe, respectful)* **Is increasingly socially skilled** and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support **Know how to** regulate behaviour in changing circumstances with increasing independence – moving from external to internal discipline when further away from familiar adults – **explaining** the reasons for our rules and the difference between right and wrong choices **Explain how to be** independent, resilient and how to persevere – linking to our Learning Heroes – *transition opportunities (meeting new adults, visiting new spaces, being friendly), Sports Day* **Follow** the class method to stop, look and listen when following whole class instructions with several steps or actions **Learn how to** make healthy food choices and to keep myself safe and healthy by – being hygienic *(knowing to wash hands, use a tissue, cover my mouth),* be independent in toileting and make safe choices to keep my body cool *(choosing appropriate clothing),* hydrated and safe in the sun. **Learn and discuss** the importance of oral health – *make home-school links to raise awareness* **Exemplify** sensitivity to others – being a 'good sport' **Learn how** to keep myself safe - *NSPCC Pants* – **engage in** conversations focused on 'personal space' and respecting others privacy
Vocabulary	Helping hand Toilets, Wash, Soap, Dry, Sink Wave. Smile Lunchtime, Hall, MSA	Road safety, Stop, Look, Listen, Traffic, Lights, Curb, Wait Pantasaurus, Pants, Private parts	Friend, teamwork, wait, listen, share, help, together, my turn, your turn, Can I play?	Pantasaurus, personal space, privacy, private parts, pants	Sun cream, Protection, sun safety. ***Phrases for negotiations:*** You can try my…and I can…You can use my…and I can…When I have finished…you can have it. ***Phrases to express emotions;*** I am feeling…I am in the ….zone need….	New class and teacher name Healthy, Fruit, Vegetables, Energy, Sleep, Exercise, Sports Day, Good sport, Team You …really well. I liked the way you…We are a good team. Let's clap…team.
	Emotions - Feelings Zones / 6 named emotions – angry, sad, excited, worried, happy, calm / brave, scared, joy **Learning Hero characteristics** - I didn't give up, I worked in a team with…, I ignored my distractions when…, I am proud because..., I'm like Monkey because… **School Rules** – Kind, Respectful and Safe / 'Stop! I don't like it', **Self affirmation phrases** – 'I can, I am, I'm proud, I will, I can't yet…'					
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. **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.						

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.

Physical Development PD	**Fine Motor** **Choose tools** for mark-making **Develop preference** for dominant hand **Make large and small** movements with chalks, scarves and brushes **Manipulate** malleable materials – flattening, rolling, cutting **Busy Fingers Skills:** - observational drawing - pincer grip and models for tripod grip - muscle strengthening – malleable materials, - hand-eye coordination (threading) - pre-writing shapes (with a variety of tools) **Letter formation** – **Learn to write each letter shape** during ELS sessions and through ELS workbooks. Learn Pre-Writing Shapes in Pen Pals **Gross Motor** **Movement – hall space/outdoors** **Learn to take** shoes, socks, coats off & on with some support **Choose to move** in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement. **Travel with confidence** and skill around, under, over and through balancing and climbing equipment – exploring what their bodies can do with regards to moving **Begin** to exemplify an understanding of the school rules through behaviours shown *(safe)* **Learn and follow** the class method to stop, look and listen when following whole class instructions **Learn how** to remain clean and dry during the day –where toilets are, using the bathroom, washing hands.	**Fine Motor** **Show a preference** for a dominant hand **Use simple tools** to effect changes to materials – scissor skills, malleable materials, rolling pins, hole punches **Busy Fingers Skills:** - observational drawing - pincer grip and models for tripod grip - muscle strengthening – malleable materials, - hand-eye coordination (threading) - pre-writing shapes (with a variety of tools) **Letter formation** – **Learn to write each letter shape** during ELS sessions and in **Pen Pals** sessions. **Gross Motor** **Movement – small and large apparatus** **Learn to take** shoes, socks, jumpers, coats off & on with less support **Explore different** ways of moving, testing out ideas and adapting movements to reduce risk – becoming familiar with space and introduce running and catching games which focus on use of space and an awareness of others. **Show an understanding** of the need for safety when tackling new challenges, and consider and manage some risks by taking independent action or by giving a verbal warning to others – *Careful!, Slow down!, Jump! "Check it's secure/stable/safe"* **Begin** to exemplify an understanding of the school rules through behaviours shown *(safe)* **Begin to control an object in** pushing, patting, throwing, catching or kicking it	**Fine Motor** **Learn to** handle tools, objects, construction and malleable materials safely and with increasing control and intention – building for a purpose (larger junk modelling, small construction) **Busy Finger Skills:** **Letter formation** introduce letter families using Pen Pals in Busy Finger Sessions: - Early writing patterns - Curly caterpillar letter Use a pencil and hold it in a tripod grip to demonstrate anticlockwise movement and retracing of vertical lines – patterns – dots, waves, lines (with a variety of mark-making tools including fine paintbrushes) **Gross Motor** **Gymnastics – large apparatus** **Show an** understanding of how to transport and store equipment safely **Jump off** objects and land appropriately using hands, arms and body to stabilise and balance. **Show an understanding** of the need for safety when tackling new challenges, and consider and manage some risks by taking independent action or by giving a verbal warning to others. **Travel with confidence** and skill around, under, over and through balancing and climbing equipment – exploring what their bodies can do with regards to moving, explore simple apparatus and hall space. **Demonstrate** strength, balance and coordination	**Fine Motor** **Learn to** handle tools, objects, construction and malleable materials safely and with increasing control and intention – building for a purpose (larger junk modelling, small construction) **Show accuracy** and care when drawing **Busy Finger Skills:** **Letter formation** following Pen Pals letter families: - Long legged giraffe - One armed robots Use a pencil and hold it in a tripod grip to form recognisable letters independently. **Gross Motor** **Dance and movement** **Move energetically** with an understanding of space, safety, controlling speed and direction. **Experiment** with different ways of moving **Demonstrate** strength, balance and coordination through play and movement **Express** thoughts and feelings through movement **Copy** a simple dance pattern, linking two dance movements together **Try to move** in time with music using body, scarves and ribbons **Outdoor CIP opportunities:** **Practice some** appropriate safety measures without direct supervision,– *planks, crates, outdoor construction without direct supervision* **Embed the skills** required to remain clean and dry during the day – revising class routines, accessing toilets in all areas of school where needed	**Fine Motor** **Show accuracy,** and care when drawing **Demonstrate** effective use of small tools including scissors and fine paintbrushes as well as small construction and model making **Busy Finger Skills:** **Letter formation** following Pe Pals letter families: - One armed robots - Zig Zag monsters Use a pencil and hold it in a tripod grip to form recognisable letters, most of which are correctly formed – focus on presentation – letter shape, formation, size. **Gross Motor** **Team Games and Ball Skills** **Take** shoes, socks, jumpers, coats off & on independently **Control an object in** pushing, patting, throwing, catching or kicking it **Demonstrate** the ability to try both an underarm and overarm throw **Negotiate space and obstacles** safely, with consideration for themselves and others – adjusting speed and direction **Learn the purpose** of races: individual, relay, cooperation. Team Work **Seek ways** to manage conflict, for example through holding back, sharing, negotiation and compromise – **Talk about** their own and others' feelings and behaviour and its consequences - *being a member of a collaborative and supportive team* **Learn how** to keep myself safe, notice the impact of heat/layers/sun safety **Learn to manage personal needs** *'I'm too hot' 'I need a drink' 'I need a rest'* **Managing Self** Eat a healthy range of food stuffs, understanding the need for variety.	**Fine Motor** **Show accuracy,** and care when drawing **Demonstrate** effective use of small tools including scissors and fine paintbrushes as well as small construction and model making. **Busy Finger Skills:** **Letter formation** following Pen Pal letter families: - Recap all letter families to rehearse and embed formation - Use a pencil and hold it in a tripod grip to form recognisable letters, most of which are correctly formed – focus on presentation – letter shape, formation, size. **Gross Motor** **Team Games** **PE/Gross Motor - Take** shoes, socks, jumpers, coats off & on independently **Demonstrate** increasing understanding of both an underarm and overarm throw **Negotiate space and obstacles** safely, with consideration for themselves and others **Learn the purpose** of races – individual, relay, cooperation and Team Work **Exemplify** sensitivity to others – being a 'good sport' **Talk about** their own and others' feelings and behaviour and its consequences. **Learn how to** stay healthy by following a daily routine – sleep, toileting, food and drink – making healthy food choices. **Learn how** to keep myself safe – notice the impact of heat, learning outdoors, layers/sun safety **Learn to manage personal needs** *'I'm too hot' 'I need a drink' 'I need a rest'* **Demonstrate** appropriate safety measures without direct supervision, (*planks, crates, outdoor construction)* **Demonstrate** strength, balance and coordination
Vocabulary	Travel, around, under, over, through, slither, shuffle, roll, crawling, running, walking, jumping, skipping, sliding, hopping, balancing, direction flatten, roll, cut	Around, front, back, side, next to, roll, push, throw, catch, kick, stop, Apparatus, Large, Small, Control, Ball, rolling, tracking, throwing, target, catching, patting, kicking. ***tools;*** scissors, rolling pins, dispenser, hole punchers	Around, under, over, through Gymnastics, jump off, land, climb, apparatus, equipment, balance, barrel roll, wall bars dots, waves, lines, zig zag, patterns	Moving, slither, shuffle, roll, crawling, running, walking, jumping, skipping, sliding, hopping Dance, Express, Count (beats in music)	First, second, third, last, next, wide, narrow, underarm, overarm, space, obstacle, race, relay, team work, co-operate, team, supportive, first, second, third, last, next, wide, narrow, good sport Healthy choices, fit, heart, heartbeat, sleep, toileting, food and drink Personal need phrases; 'I'm too hot.' 'I need a drink.' 'I need a rest.'	

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.

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. **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.						
Literacy - Comprehension	**3 Books a Day – Identify** the weekly set of book and, with support, comment on the content of the books *–fiction/non-fic/poetry* **Listen and respond** to a range of stories that reflect the diversity of children's experiences **With support, access** reading areas with the intent of exploring/discussing/looking through/reading books on offer **Access** materials to retell familiar or well-known stories *–puppets, story-sacks, masks, story-maps, small world opportunities*	**3 Books a Day – Identify** the weekly set of books, commenting on the content of the books *–fiction/non-fic/poetry* Listen to fiction and non-fiction books - **comment on** similarities and differences between themselves and others, and among families, communities, cultures and traditions – *My family do X instead…We do that too! That's like my mum but she…* **With increasing independence, access** reading areas with the intent of exploring/discussing/looking through/reading books on offer **Access** materials to retell familiar or well-known stories *–puppets, story-sacks, masks, story-maps, small world opportunities*	**3 Books a Day – Retell** stories with increasing detail, using vocabulary introduced from the text(s) **Participate** in small group, class and one-to-one discussions about texts read, **using recently introduced vocabulary** in own explanations/retellings **Anticipate** key events (on subsequent, <u>not</u> first reads) – *GASP! She's going to jump!...It's coming!! Uh Oh...he's about to scream! Quick...back through the cave.* **EAD Creating with Materials & Being Imaginative and Expressive - Build on retellings** using EAD skills to enhance role-play/small world, making props to support narrative – *including masks, puppets*	**3 Books a Day – Retell** stories with increasing detail, using vocabulary introduced from the text(s) **Participate** in small group, class and one-to-one discussions about texts read, **using recently introduced vocabulary** in own explanations/retellings **Anticipate** key events (on subsequent, <u>not</u> first reads) – *GASP! She's going to jump!...It's coming!! Uh Oh...he's about to scream! Quick...back through the cave* **EAD Creating with Materials & Being Imaginative and Expressive - Build on retellings** using EAD skills to enhance role-play/small world, making props to support narrative – *including masks, puppets* **FS2 Traditional Tale performances** **World Book Day –** March	**Take an active role** in small group/1:1 discussions based on texts read, **using and showing understanding** of recently introduced vocabulary *–It wasn't easy because he said it was a 'grim task'.* **CL - Introduce** a storyline or narrative into their play - **Develop narratives** using words such as: first, last, next, before, after, all, most, some, each, every – *Traditional Tales, story-telling focus*	**Using own words alongside recently introduced vocabulary**, bring book/story knowledge into their own play using props, story-maps, puppets, role-play/small world to retell a range of stories
Subject / Topic Specific Texts	All are Welcome Starting School Rainbow Fish I am a Tiger Mum, Mama and me Tidy Titch We're Going on a Bear Hunt	Hungry Caterpillar Creepy Halloween Little Red Hen Ava's Poppies It's a No Money Day Room on the Broom **Non Fiction -** Autumn Seasonal changes and hibernating animals	Our House Six Dinner Sid Alfie Gets in First The three Little Pigs The Tiger who came to tea Simon Socks Guess How Much I Love You **Non Fiction –** Homes Life in this country and life in other countries	**Traditional Tales** (eg. Goldilocks, the Big Pancake, Jack and the Beanstalk, The Gingerbread Man) The Gruffalo Peace at Last How do you dance?	Jaspers Beanstalk The Very Hungary Caterpillar Tango Makes Three Each Peach Pear Plum Ten Tired Tigers **Non Fiction** – seasonal texts	The Train Ride A summery Saturday morning Bumble Bear Super Duper You Paperdolls Walking through the Jungle Lost and Found **Non Fiction** – maps and books about contrasting environment
Rhymes / Poems	School Poem	Shape poems (square, circle and triangle)		Songs for Traditional Tales performance / re-telling		Book of Seaside Poems
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						

Literacy - Word Reading Systematic Synthetic Phonics **SSP** ELS	**Phase 2** satp/inmd/gock/ckeur/Review/hbfffllss I the no put of is to go into pull as his **Little Blending Books** – Book 1 – 5 Recognise graphemes taught so far – GPCS Blend taught sounds for reading and segment for writing Recognise HRS words learnt so far	**Phase 3** jvwx/yzzzquch/shthngnk/aieeighoa/-es/Review he she buses was we me be push her my you **Little Blending Books** – Book 6 – 9 Recognise graphemes taught so far – GPCS Blend taught sounds for reading and segment for writing Recognise HRS words learnt so far	**Phase 3** Review, oo/arurooor/owoiearair/ure,er,ow/Review they all are ball tall when what **Little Blending Books** – Book 10 – 14 (end) Recognise graphemes taught so far – GPCS Blend taught sounds for reading and segment for writing Recognise HRS words learnt so far	**REVIEW** said so have were out like some come there little one do children love Review and embed all GPCs taught so far Blend taught sounds for reading and segment for writing Recognise HRS words learnt so far	**Phase 4**, 4 weeks including –ed, -er, -est/**Review** Review and embed all GPCs taught so far Blend taught sounds for reading and segment for writing Recognise HRS words learnt so far	**Phase 5 intro** ay,ou,ie,ea,-le/oy,ir,ue,aw/wh,ph,ew,oe/au,ey,a_e,e_e/Review/i_e,o_e,u_e,s(c) oh their people Mr Mrs your ask should would could asked house mouse want very Review and embed all GPCs taught so far Blend taught sounds for reading and segment for writing Recognise HRS words learnt so far
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.						
Literacy - Writing	Starting to write some letters in own name. Pre Writing Shapes in Pen Pals. Writing words, labels using the letters sounds introduced in ELS. Orally identifying some of the sounds in words and starting to match the sounds to letters when writing. **Independen**t (CIP) – mark making and emergent writing. Using letter like shapes and some known letter sounds to show an understanding that print communicates meaning (eg. names of class mates, cards, lists, invitations, registers, tickets, maps, signs) **Shared Writing** Use opportunities to model formulating and writing a simple sentence. Include HRSW's: I, the, no, put, of, is go, into, pull, as, his	Write own name with increasing clarity and precision. Write lists ('one word under the other') and simple captions (eg. 'a vet', 'a jet', 'the moon'). Orally identifying some of the sounds in words and starting to match the sounds to letters to write a word. Starting to sometimes use finger spaces when writing a simple caption. **Essential Writing Unit 1 Aut 1** **All about me books** **Independent** (CIP)– using models and scaffolds to write cards and lists. Introduce zig zag books. **Shared Writing** Use opportunities to model formulating and writing a simple sentence. Children to contribute to sentence development. Include HRSW's: I the no put of is to go into pull as his	Start to write longer words with sounds learnt in ELS in by identifying the sounds in the word and representing the sounds with a letter or letters. Writing simple sentences 'I can see a/the… book/coin/ladder/car/train/ queen etc. **Essential Writing Unit 5 and 6 Spr 1** **Book Making** **Independent (CIP)** – range of writing prompts and resources including plain and lined paper, zog zag books, list outlines etc. **Shared Writing** Use opportunities to model formulating and writing a simple sentence. Children to contribute to sentence development. Include HRSW's: he she buses was we me be push her my you	**Traditional Tales** Introduce and label a story map. Write short captions / sentences to describe the beginning, middle and end of a familiar story. Draw attention to writing letters on a line with descenders below the line. Independently rehearse using the ELS approach (say, the words, stretch the word, robot talk) to identify the sounds in words and then link the sounds to a letter or letters. **Essential Writing Unit 7 and 8 Spr 2** **Book Making** **Shared Writing** Use opportunities to model formulating and writing a simple sentence. Children to contribute to sentence development. **Shared Writing –** start to extend sentences, adding **conjunction 'and'**. Include HRSW -	**Labels / lists / captions / sentences** Sentence writing 'I can, I am, I like, the …..is, they are….. ' Introduce the conjunction 'and'. Write from real life experiences of events in school (eg. Sports Day, Fun Run, Assemblies etc) **Shared Writing** Writing extended sentences using the conjunction 'and'. Shared write for a range of purposes – instructions, recipes, reports, stories etc. Include HRSW: said so have were out like some come there little one do children love **CIP**- zig zag books, mini stapled books, lists- food/names/parties	**Labels / lists / captions / sentences** Consider facts / ideas from narrative stimulus Writing instructions 'put it in the…' Get the….' Pull the…. You need…. Use seasonal opportunities to write simple factual accounts: 'It is hot. There is rain, the grass is green' the rainbow was bright'. **Shared Writing** Model writing 3 sentences together to create a narrative. Include HRSW: oh their people Mr Mrs your ask should would could asked house mouse want very
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.						

Maths Number	Term 1 *Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.* • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole'	Term 2 *Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.* *Pupils will:* • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers	Term 3 *Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.* *Pupils will:* • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek
Maths **Spacial Awarenss** **Shape** **Pattern** **Measures**	Notice visual timetables, calendars, children are increasingly able to order and sequence events using everyday language related to time *first, then, next, before, after* Beginning to experience measuring time with timers and countdowns- *countdown to lining up/eyes on me/getting ready/come to the carpet* Use spatial language to follow and give directions *'collect your pen it's **under** the table'- gymnastics large apparatus* Join in with simple patterns in sounds, objects and games, predicting what might come next	Notice a range of patterns involving repetition and symmetry in the environment. Create and recreate repeating patterns of two or three, repeated item patterns. Use the names of 2D shapes and their properties and prompt children to say what shapes remind them of '*It's a circle, it's curvy, like the sun'* Compose and decompose shapes, learning which shapes combine to make other shapes. Discuss the shapes that are painted, draw and collage shapes noticed in the local environment using regular shapes and shapes with no name.	Create scaled-down models such as in small world play. Uses own ideas to start to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build Use informal language as well as some mathematical language to describe shapes. Use spatial language including following and giving directions and describing what they can see from different view points. Encourage children to make maps of routes they have walked or travelled in some way or imaginative environments. Notice visual timetables, calendars. Recall a sequence of events in everyday life and stories using language related to time	Spots patterns in the environment, beginning to identify the pattern "rule" Chooses familiar objects to create and recreate repeating patterns beyond AB (red blue, red blue) patterns and begins to identify the unit of repeat. Tackle problems involving prediction and discussion of comparisons of length and weight paying attention to fairness and accuracy.	Tackle problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy Is increasingly able to order and sequence events using everyday language related to time. Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build. Use informal language as well as some mathematical language to describe shapes. Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look.	Becomes familiar with measuring tools in everyday experiences and play – length, weight and capacity. Beginning to experience measuring time with timers and calendars
Vocabulary	**Measure** first, then, next, before, after, early, later **Positional Language** In the middle, next to, next to, in front of **Number** Subitise Record More and less, Part/whole	**Pattern** repeat, next, symmetry, after, before **Shape** Corner, straight, curved, edge, side 2D shapes - circle, square, triangle, rectangle 3D shapes – as seen Small, large	**Shapes** Corner, straight, curved, edge, side 2D shapes - circle, square, triangle, rectangle, 3D shapes – as seen **Positional Language** In the middle, next to, next to, in front of **Measure** first, then, next, before, after, early, later **Number** 10s frame, Composition Hungarian 5 frame, Number bond	**Measure** Heavy, Heavier, heaviest, Tall, Taller, tallest Long, Longer, longest Bigger, biggest Light, lightest Long, short **Pattern** repeat , next, symmetry, after, before **Number** Double, Odd and even, equal, unequal	**Measure** Estimate, predict, opposite, First, then, next, before, after **Number** Sharing Greater and less Number bonds Rekenrek One more than / one less than	**Measure** Estimate, predict, opposite, First, then, next, before, after **Number** Sharing Greater and less Number bonds Rekenrek One more than / one less than

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 Why and How? Primary Science Teaching Trust 	Progression Documents – Growing Up, History, Geog, Science **People, Culture and Communities:** Learn about **our Community**. *Bernards Heath – who are we? How do we show we belong? What makes me special as part of this group?* **Talk about the lives of the people around them** and their roles in society – ***adults*** *at school, who are they, what do they do, how do they help us at Bernards Heath.* **The Natural World**: - Explore the natural world around them, using all **senses**, making observations and drawing pictures of animals and plants – *get to know the natural environment at BH, I see, I notice, I wonder…, record observations in ways they can interpret. draw/tally/tick/count,* ***notice and discuss*** *patterns in the environment (brick work, drains, leaves), make bark rubbings* **Seasonal Changes -** Understand some important processes and changes in the natural world around them, including the seasons – *Seasonal changes,* ***Harvest, Autumn****, Local Walks* *Science Provision Map - Autumn* **Learn to show care and concern for our environment** – begin to understand the effect their behaviour cab have on the environment (eg. *litter in bins, looking at but not picking flowers, insects kept in their habitats)*	Progression Documents – R.E, History, Growing Up, Science **People, Culture and Communities:** **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 – *Bonfire Night, Halloween (a cultural experience many take part in – use as an opportunity to share own experiences) Diwali, Hanukkah, Christmas, Global Families* **Link taught festivals** to an understanding of candles/light as a symbol shared by all cultures/religions. Share how candles/light are used to celebrate in their own lives. **Begin to show an understanding** that other children do not always enjoy the same thing, and are sensitive to this **Past and Present:** **Talk about the lives of the people around** them and their roles in society – *Remembrance Day – focusing on Poppies as a symbol of remembrance – those who looked after our country* **Managing Self (D&T/Sci):** **Describe** a range of different food textures and tastes, **noticing changes** when combined/exposed to hot or cold temp – *food from around the world* **Seasonal Changes -** Understand processes and changes in the natural world (hibernation) *Seasonal changes,* ***Harvest, Autumn****, Local Walks* *Science Provision Map - Autumn*	Progression Documents – Geography, Science, R.E., Computing **People, Culture and Communities:** **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. - *Bernards Heath, St Albans, – local residents, historians, Friends of BH Visit – local shops, The Heath, local parks, local walk* **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 – *Lunar New Year* **The World**: **Describe** their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. **Understand** some important processes and changes in the natural world around them, including the **Seasons**: Notice, observe, discuss **–** *Winter, Our school environment, The Heath, I see, I notice, I wonder…Local Walk, ice, weather* *Science Provision Map - Winter* **Computing:** **Learn how** to keep myself safe – Online Safety Digiduck's Big Decision	Progression Documents – R.E., Growing Up, Science, Geog **People, Culture and Communities:** **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 – *Pancake Day, Mothering Sunday, Easter, Passover, Holi* **Engage in stories** shared by visitors focused on how they celebrate in their home, culture and community. **Show an understanding** that other children do not always enjoy the same thing, and are sensitive to this. **The Natural World**: **Understand** some important processes and changes in the natural world around them, including the seasons – *I see, I notice, I wonder…, notice patterns in the environment (brick work, drains), make rubbings* ***Notice, observe, discuss –*** *Spring, our school environment, The Heath, daffodils, bulbs, buds, growth, new life* *Science Provision Map - Spring* **Notice and discuss –** growth, decay and changes over time. **Show care and concern** for our environment with increasing independence– litter, recycling, *pollution, climate change*	Progression Documents – History, Science **People, Culture and Communities:** **Talk about** the lives of the people around them and their roles in society – *Local community figures, People who help us, visitors* **Past and Present:** **Order and sequence** events - *getting ready for school, a baby's growth* **Understand** important processes and changes over time – *lifecycles, growing plants, baby-adult* **Know** some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class – *Our own lives and lives of family members, diverse significant figures with a link to London* **Understand** the past through settings, characters and events encountered in books read in class and storytelling – *Our own lives, lives of family members, Links to London, significant historical figures* **Learn to show care and concern for our environment –** Earth Day	Progression Documents – Science, Geography, Computing **The Natural World** : **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 – *Comparing UK environment to contrasting locality, visitors to share lived experiences* *Science Provision Map – Animals in my Garden – UK species - comparisons to hot/cold climates* **The Natural World** - **Explore** the natural world around them, using all **senses**, making observations and drawing pictures of animals and plants – *Comparing UK environment to contrasting locality (eg. hot/cold climates)* **Begin to** understand the effect of our behaviour on our environment – *pollution, climate change, habitat erosion* **Understand** some important processes and changes in the natural world around them, including the seasons and **changing states of matter** – *working scientifically* *Science Provision Map - Summer* Visit – Ashridge ***Computing:*** **Learn how** to keep myself safe – Online Safety Digiduck's Big Decision *Refer to updated Computing Provision Map*
Vocab – EYs Concepts	Seasonal vocabulary Autumn, season, Harvest, crops, fruit (range), vegetables (name), combine harvester Family, community, Early, later, week,	Seasonal vocabulary Winter, dark, light, day, night Hibernation, environment, change, natural, habitat Theme Old, new, same, different, remember, past, present, today Special events/celebration Community, Celebrations, festivals Hanukah, Christmas, Bonfire night, Diwali, Global Families,	Local, area, St Albans, Bernards Heath, The Heath, city, station, museum, parks, local forest, cathedral, playground, Sandridge Road, St Peters Street, residents, town, map, key, road, shop, church, playground, river, Quiet, busy Lunar New Year, Remember, because Computing vocabulary - Website, share, safe	Special events/celebration Spring, pancake day, Mothering Sunday, Easter, Christian Seasonal vocabulary Spring, buds, blossom, growth, daffodils, Positional Tall, small, large, near, between, side, front, back, over around, next to Computing vocabulary Mouse, keyboard, paint, smart board, camera,	Theme Old, same, new, different, society, the past, the future, years ago, Young (er/est) Old (er/est) Old fashioned, London Lifecycle, growth, changes Discovery, clue Collect, photos, count and organise Earth Day	Seasonal and environment Summer, environment Compare, local, natural world, climates (hot and cold), Pollution, habitat, Senses – touch, taste, sight, hearing, smell Who, Equipment, movement

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	**Progression Documents –** Art, D&T, Music **Creating with Materials:** **Colour** **Learn to** clean brush after use **Explore and experiment** with different brush types – fine/thick/brittle **Introduce** the colour wheel **Introduce** primary colours **Learn to** use a paint palette to mix and create new colours *(pastels/ chalk/pencils/powder paint/water colours)* **Drawing** **Introduce** drawing draw simple people/objects and talk about basic shapes **Introduce** 'how to draw' instructions **Sculpture** **Learn to** access and select the art trolley materials and tools - scissors, glue sticks, paper, lolly sticks, collage materials **Create a** collage using PVA and glue sticks, learning how to load glue stick **Make a** puppet - use both masking and sticky tape to join lolly sticks and card/paper **Use scissors to** create fringing effect for collage. **Being imaginative and expressive:** **Sing a range** of well-known rhymes and songs throughout every day – build a bank of songs sung by heart **Sing at** the Community Harvest Festival – **perform** to an audience **Choose** instruments and sounds for their own imaginative purpose - *access through play following adult modelling*	**Progression Documents –** Art, D&T, Music **Creating with Materials:** **LINK TO INSPIRATIONAL ARTIST** **Colour** **Learn how to use** the colour wheel – access independently through CIP **Name** primary colours **Mix** primary colours to create art inspired by relevant artist **Select** the appropriate brush for a purpose **Test different** techniques with brush - flicking, dabbing **Drawing** **Experiment** with line **Learn how** to create straight, wavy, curved lines, spirals, and simple shapes **Develop use of** 'how to draw' **Sculpture** **Learn to** access and select junk modelling materials **Learn to** join boxes together using various tape and glue **Use scissors** to manipulate materials e.g. make snips to prepare tubes for joining **Learn to manipulate clay** push, mould, roll, stretch **Being imaginative and expressive:** **Sing a range** of well-known rhymes and songs throughout every day – build a bank of songs sung by heart **Retell** the Christian story of Christmas through music and song, performing to an audience. **Find** their singing voice – beginning to match the pitch and following the melody	**Progression Documents –** Art, D&T, Music **Creating with Materials:** **Colour** **Recall** primary colours, introducing secondary colours – colour wheel **Experiment** with own ideas – water colours/powder/poster paints- using a variety of tools e.g. scraper, toothbrush, sponge – creating different effects/colour mixing **Drawing** **Develop** observational drawing techniques, looking closely and drawing the shapes seen with increasing detail e.g. shape of the eye/using line to add detail and pattern **Use drawing** as a means to communicate – as a bridge between imaginary play and writing **Sculpture** **Build** with a purpose in mind **Explore a** range of joining materials – *masking tape, string, stapler, split pins* – working in both 2D and 3D **Use water** to manipulate clay – introducing spiral technique **Being imaginative and expressive:** **Present a** class assembly – perform to an audience (or in previous half term) **Share their creations** – explain own process to an audience – *props, junk modelling, construction* **Choose** instruments and sounds for their own imaginative purpose, choosing and creating sounds in response to a given stimulus	**Progression Documents –** Art, D&T, Music, P.E. **Creating with Materials:** **LINK TO INSPIRATIONAL ARTIST** **Colour** **Identify and name** secondary colours **Experiment** with own ideas – water colours/powder/poster paints- using a variety of tools e.g. scraper, toothbrush, sponge – creating different effects/colour mixing **Choose** colours for a purpose to create own paintings independently *Spring, Easter, Mothering Sunday* **Drawing** **Develop** observational drawing techniques, looking closely and drawing the shapes seen with increasing detail e.g. shape of the eye/using line to add detail and pattern **Use drawing** as a means to communicate **Sculpture** **Build** with a purpose in mind using a range of joining materials working in 2D and 3D **Manipulate materials** e.g. crunch, tear, twist, bend, fold, layer **Use water** to manipulate clay – developing spiral technique *Spring, Easter, Mothering Sunday* **Being imaginative and expressive –** **Perform an** FS2 play to an audience **Find** their singing voice – increasingly matching the pitch and following the melody **Create props** to support the FS2 play **Experiment** with different ways of moving in response to music **Express** thoughts and feelings through movement **Copy** a simple dance pattern, linking two dance movements together **Begin** to move in time to music	**Progression Documents –** Art, D&T, Music, P.E. **Creating with Materials:** **Drawing** **Detailed** drawing of people- face shape, eyebrows, eyelashes, eye shape – *own family, community figures,* **Use drawings** to tell a story/represent an event – narrative, story maps, *History, changes over time* **Being imaginative and expressive – Present a** class assembly – perform to an audience **Using knowledge of traditional tales/story-telling** **Invent**, adapt and recount narratives and stories with peers and their teacher *(utilise colour/ drawing/sculpture skills for creating props/masks/story maps)* **Following adult directed teaching in Spring 2, utilise below skills through CIP opportunities:** **Experiment** with different ways of moving in response to music **Express** thoughts and feelings through movement **Begin** to move in time to music **Choose** instruments and sounds for their own imaginative purpose, choosing and creating sounds in response to a given stimulus	**Progression Documents –** Art, D&T, Music, Science, P.E. **Creating with Materials:** **LINK TO INSPIRATIONAL ARTIST** **Drawing** **Utilise drawing skills to make observations** of the natural world by drawing plants and animals **Using knowledge of traditional tales/story-telling** **Invent**, adapt and recount narratives and stories with peers and their teacher *(utilise colour/ drawing/sculpture skills for creating props/masks/story maps)* **Being imaginative and expressive – Share their creations** – explain own creative process to an audience – *props, junk modelling, construction* **Following adult directed teaching in Spring 2, utilise below skills through CIP opportunities:** **Experiment** with different ways of moving in response to music **Express** thoughts and feelings through movement **Begin** to move in time to music
Vocab – EYs Concepts	Drawing outline, cut, scrunch, fringe, thin, thick Colour – primary, colour, paint pallet, thick and thin Music Percussion, perform, sing, voice, show	Colour - Primary, secondary, colour wheel, light, lighter, dark, darker, mixing pallet Drawing line, straight, wavy, curved, spirals Construction - +Join, attach, tools, stack, front, back, over,	Materials, Hard, soft, rough, smooth, bendy, shiny Drawing Observation, outline, line, detail, shape Construction Join, model, construct, build, 2D and 3D	Materials Crunch, tear, twist, bend, fold, layer	Thick, thin, narrow, wide	
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.						

Enabling Environments
Specific ways throughout the year to link each classroom environment to the curriculum – alternating depending on current learning theme in class

Being Imaginative and Expressive Role-play, Small World	**Creating with Materials & Being imaginative and Expressive** Arts – art, music, D&T	**The Natural World** Science	**People, Culture and Communities & Past and Present** Growing up at BH, History, Geography, R.E.
• Make a display with the children, showing all the people who make up the community of the setting. • Supply open-ended props and materials that can easily be transformed in play • Provide role-play areas with a variety of resources reflecting diversity. • Enrich the environment inside and out with materials, resources, natural objects, images, music, dance (via image, film) for children to inspire their imagination. • Make materials accessible so that children are able to imagine and develop their enquiries and ideas while they are still fresh in their minds. • Provide children with opportunities to develop their enquiries using materials and tools over extended periods of time. **Science – Working Scientifically in the Early Years** 	• Give opportunities to record and creatively represent findings by, e.g. drawing, writing, making a model or photographing, through music, dancing or dressing up. • Plan a varied and appropriate series of live performances for all young children, e.g. musicians, dancers, storytellers. • Draw on a wide range of art works from a variety of cultural backgrounds to extend children's experiences and to reflect their cultural heritages, e.g. architecture, ceramics, theatre. • Invite children to look at and touch unusual or interesting materials, artefacts and resources in their everyday environment, chosen for their design, beauty, pattern and ability to inspire exploration. • Create a place where work in progress can be kept safely.	• Provide first-hand experiences to support children in making sense of micro-environments, the specific conditions which enable each plant or animal to live and thrive. • Provide opportunities to observe things closely through a variety of means, e.g. magnifiers and photographs, phone apps to listen to and recognise birds. • Notice patterns, similarities and differences in natural world – give opportunities to record and creatively represent findings (eg. drawing, writing, music, make a model) • Explore different habitats outdoors, e.g. scent, colour and shape of flowers attracting bees, making a wormery, planning bird feeding on the ground and higher level. • Support good ecological habits in daily life by providing first-hand experiences, e.g. waste disposal by putting papers in recycling bins, helping planting flowers and seeds, provisioning bird tables, leaf piles for hedgehogs and woodlice. • Give opportunities to design practical, attractive environments, for example, planting and taking care of flower and vegetable beds or organising equipment outdoors (Geog &Sci) • Make use of outdoor areas to give opportunities for investigations of the natural world, for example, provide chimes, streamers, windmills and bubbles to investigate the effects of wind. • Provide story and information books about places, such as a zoo or the beach, to remind children of visits to real places. **Adults will** question scientific understanding – questions and explorations will be seen in the classroom environment • *What can you see?* • *What does it remind you of?* • *What do you think will happen next?* • *How can we change this?* • *What do you already know about...?* • *What is the same/different?* • *I wonder why...* • *I wonder when...* • *I wonder how...* • *I wonder what...* • *What would happen if...?*	• Make a display with the children, showing all the people who make up the community of the setting. • Share photographs of children's families, friends, pets or favourite people, both indoors and out. • Support children's understanding of difference and of empathy by using props such as puppets and dolls to tell stories about diverse experiences, ensuring that negative stereotyping is avoided. • Ensure children have resources so that they can imitate everyday actions and events from their lives and that represent their culture. • Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad • Ensure the use of up-to-date, appropriate photographs of parts of the world that are commonly stereotyped and misrepresented. • Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, Persona Dolls, stories and books showing black heroes or disabled kings or queens or families with same sex parents, having a visit from a male midwife or female fire fighter. • Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café. • Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area • Provide play maps and small world equipment for children to create their own environments as well as represent the familiar environment. • Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes. • Give opportunities to design practical, attractive environments, for example, planting and taking care of flower and vegetable beds or organising equipment outdoors (Geog &Sci) • Make connections with places and spaces locally, such as museums, galleries, open spaces, arts centres, sports centres. Encourage parents to join you on regular outings, which can result in family visits to the same places