FS1 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)

Updated 2025

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language CL	**Say** own name **Learn and use** the adult's names **Say** Hello/Good morning – *register* **Learn to** greet others - *learn peers/teachers names, smile/wave to adults/peers* **Make** a statement about self and **begin** to answer questions - *Treasure boxes, weekly news/interest* **Recognise and respond** to familiar sounds – *environmental sounds and instrument sounds (L and S link)* **Play** with songs, sounds and rhymes focusing on repetition, intonation and rhythm – *Song and Rhyme time* **Listen and join in** with familiar songs and nursery rhymes **Follow directions** of familiar routines; *arrival, snack and home time, lunch club* **Model language for thinking** – *I wonder, I have an idea* **Maintain attention** in one to one or small groups **Shift attention** from one activity to another when attention is fully attained **Build vocabulary** using a daily story/rhyme focusing on new words – *Readit2 books, poems, nursery rhymes* **Build vocabulary** using word mats related to Heath class and themed learning – *word mats, blog*	**Use** the adult's names and names of peers **Greet** peers and adults - *use names, wave, smile* **Respond to greetings** – *wave, smile, say hello* **Make** a statement about self and **begin** to answer questions - *weekly news/interest* **Shares** feelings, experiences and thoughts **Listen and join in** with familiar songs and nursery rhymes **Listen and join in** with familiar stories, copying and imitating noises the reader makes **Listen to** others in a one to one or small group **Follow directions** of familiar routines with increasing independence **Begin to understand** more complex sentences, e.g. *Put your toys away and then sit on the carpet* **Understand the use** of objects, tools and equipment in the classroom - *art trolley, construction boxes, role play area* **Build vocabulary** using a daily story/rhyme focusing on new words – *Readit2 books, poems, nursery rhymes* **Identify new vocabulary** in daily book/poem **Build vocabulary** using word mats related to Heath class and themed learning – *word mats, blog* **Learn** new words and **use** them when communicating **Use** word endings – *dogs, running* **Hold** a conversation jumping from topic to topic **Understand simple concepts** – *fast/slow, big/small* **Understand** 'what' and 'where' questions **Engage** in role play scenarios – *small world, role play area*	**Initiate** greetings with peers and adults – *wave, smile, say hello and use names* **Make a** statement and **retell** a simple past event in order and **answer** questions - *Weekly news/interest* **Use** longer sentences when speaking – using *and, then* **Shares** feelings, experiences and thoughts **Use** language to recall past experience **Listen and join in** with familiar stories, copying and imitating noises the reader makes **Correct** adult mistakes when reading or singing familiar books/rhymes **Begin to ask what and why** questions to peers and adults **Understand** more complex sentences, e.g. *Put your toys away and then sit on the carpet* **Listen to** others in a one to one or small groups **Follow directions** of familiar routines with independence – *arrival/goodbye routine, going to PE/lunch club* **Understand and use** 'what', 'where' and 'who' questions **Use intonation and phrasing** to make meaning clear – *"IT's MY BIRTHDAY!"* **Build vocabulary** using a daily story/rhyme focusing on new words – *Readit2 books, poems, rhymes* **Identify new vocabulary** in daily book/poem **Build vocabulary** using word mats related to Heath class and themed learning – *word mats, blog* **Learn** new words and **use** them when communicating **Introduce** mystery box **Use descriptive words** to explain what could be in the box **Understand simple concepts** – *fast/slow, big/small* **Use talk** in pretending objects are something else **–** *brick as a telephone*	**Initiate** greetings and farewells with peers and adults **–** *wave, smile, say hello/bye and use names* **Make a** statement and **retell** a simple past event in order and **answer** questions - *Weekly news/interest* **Use** longer sentences when speaking – using *and, then, because* **Can retell** a simple past event in the correct order **Use** zones of regulation vocabulary to share feelings/emotions **Use** language to recall past experience **Listen to** familiar stories with increasing attention and recall **Ask what** and **why** questions to peers and adults **Listen to** others in a large group **Listen and do** whilst still engaged in an activity **Follow directions** given as a whole class, small groups and individually **Respond** to instructions with more elements in small groups or alone **Begin to understand** 'why' and 'how' questions by answering with an age appropriate response **Use intonation and phrasing** to make meaning clear *"IT's MY BIRTHDAY!"* **Build vocabulary** using a daily story/rhyme focusing on new words – *Readit2 books, short stories, non-fiction books, poems, rhymes* **Identify new vocabulary** in daily book/poem **Build vocabulary** using word mats related to Heath class and themed learning – *word mats, blog* **Learn** new words and **use** them when communicating **Understand** a wider range of concepts **Begin to hold a conversation** with an adult remaining on a single topic **Use** language to imagine and create roles/experiences in life – *role play area, small world, outdoor areas*	**Initiate** greetings and share further news/information **Understand** when it is an appropriate time to talk and share news with an adult **Talk at** greater length about things that interest them - *news/show and tell* **Use a range** of tenses when explaining weekly news or talking freely to peers and adults **Use** specific based vocabulary with themes/topics that are of interest to them **Listen** to stories/poems and **join in** with repeated refrains and phrases **Enjoy** listening to longer stories and remember what happens **Anticipate** phrases in stories and poems **Ask who**, **what, why** and **where** questions to peers and adults **Use intonation, rhythm and phrasing** to make meaning clear in wider contexts *e.g. role-play/small world with lively/animated intonation* **Respond to** whole class instructions; snack reminders, going home routine, tidy up expectations as part of a large group **Listen and do** whilst still engaged in an activity – can shift attention **Understand 'why'** and **'how'** questions by answering with age appropriate response **Question** why things happen adding an age appropriate explanation **Hold a conversation** with an adult remaining on a single topic **Use talk** to explain what is happening and anticipate what might happen **Build vocabulary** using a daily story/rhyme focusing on new words – *Readit2 books, short stories, non-fiction books, poems, rhymes* **Identify new vocabulary** in daily book/poem and **use** in talk and conversation **Build vocabulary** using word mats related to Heath class and themed learning – *word mats, blog*	**Initiate** greetings and share further news/information **Understand** when it is an appropriate time to talk and share news with an adult **Hold** a free-flowing conversation remaining on topic **Talk at** greater length about things that interest them **Use a range** of tenses when explaining weekly news or talking freely to peers and adults **Use** a wider and specific based vocabulary with themes/topics that are of interest to them **Listen** to stories/poems and **join in** with repeated refrains and phrases **Enjoy** listening to longer stories and remember what happens **Talk** about familiar books **Begin** to tell a story **Anticipate** key events and phrases in stories and poems **Ask who, what, why and where** questions to peers and adults **Use intonation, rhythm and phrasing** to make meaning clear in wider contexts *e.g. role-play/small world with lively/animated intonation* **Sing** a large repertoire of songs **Know** many rhymes **Respond to** instructions with two or more elements such as; *tidying up- 'Tidy away the bricks in the box, hoops on the wall and balls in the baskets.'* **Follow directions**, both when focused on the speaker and when indirectly focused **Understand 'why'** and **'how'** questions by answering with age appropriate response **Build vocabulary** using a daily story/rhyme focusing on new words – *Readit2 books, short stories, non-fiction books, poems, rhymes* **Identify new vocabulary** in daily book/poem and **use** in talk and conversation **Build vocabulary** using word mats related to Heath class and themed learning – *word mats, blog*

					Learn new words and **use** them when communicating **Use** language to imagine and create roles/experiences in life – *role play area, small world, outdoor areas*	**Learn** new words and **use** them when communicating **Use** language to imagine and create roles/experiences in life – *role play area, small world, outdoor areas* **Start** a conversation with an adult or friend continue it for many turns
Supporting Language Development	**Listen to and start to join in** with songs and Rhymes to name body parts	**Name** more everyday things **Copy actions** in rhymes and songs **Talk about** what I have seen / done	**Learn what 'doing'** words mean (eg. 'make Teddy jump') **Using simple describing** words in sentences **Understand** 'big' and 'little'.	**Adding 'ing'** to an action (eg. 'running') Start to build an understanding of **pro-nouns** 'I', 'We' 'you'	Understanding the meaning of **'where'** **Show an understanding** of what some everyday things are for	**Sometimes use simple plurals** – to describe more than one of something
Vocab – EYs Concepts for half term	**Vocab** - autumn, Heath Class areas and timetable, family events/celebrations, themes **Question words** - what **Positional language** – in, on, under **Concepts** – days of the week, colours, sound and weather	**Vocab** - autumn/winter, Diwali, Hanukkah, Bonfire Night, Remembrance Day, Christmas, family events/celebrations, greetings, feelings **Question words –** what, where **Positional language** – in, on, under **Concepts** – days of the week, size, shape, touch and weather	**Vocab** - spring, national/world events, family events/celebrations, themes, greetings, feelings **Question words –** what, where, why, who **Positional language** – in, on, under, in front, behind **Concepts** – days of the week, weather, space, light, opposites	**Vocab** - spring, national/world events, family events/celebrations, themes, greetings, farewells, feelings, emotions, zones of regulation **Question words –** what, where, why, who **Positional language** – in, on, under, in front, behind **Concepts** – days of the week, routine of the day, weather, space, quantity	**Vocab** - summer, national/world events, family events/celebrations, themes greetings, feelings, emotions, learning hero language (don't give up, keep trying, questioning), zones of regulation **Question words –** what, where, why, who, how **Positional language** – in, on, under, in front, behind, next to, in the middle **Concepts** – days of the week, routine of the day, weather, order and movement	**Vocab** - summer, national/world events, family events/celebrations, themes, greetings, feelings/emotions, learning hero language, zones of regulation **Question words –** what, where, why, who, how, when **Positional language** – in, on, under, in front, behind, next to, in the middle **Concepts** – days of the week, routine of the day, weather, order and movement
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	**Enter Heath class** independently and seek an adult or object of comfort when needed **Learn** new routines – *arrival, snack, free flow CIP, home time, lunch club* **Build** relationship with Nursery adults **Become aware** of the daily visual timetable **Respond to** reminders to have 'safe/gentle hands', to move 'safely/slowly/carefully' with adult guidance **Learn to control** own actions – with self, peers, resources – to be safe **Understand** actions have consequences **Independently** look at activities on offer and choose what to do. **Sit on** the carpet – large and small groups, following the group routine **Try new** activities with the support of an adult **Play** alone, alongside and with others building relationships with peers and adults	**Enter Heath class** and follow arrival routine independently **Follow** daily routines with increasing independence – *arrival, snack, free flow CIP, home time, lunch club* **Notice** our visual timetable and understand what the visuals represent **Form** relationship with nursery adults, seeking guidance, comfort and support **Takes turns** in being involved in daily class tasks - *maths meeting, recycling duties, turning on and off lights* **Understand** the routines and boundaries of Heath Class – *carpet expectations, daily routines, school rules, kind, safe and respectful* **Begin** to develop an understanding of school rules – kind, safe, respectful **Try new** activities with the support of an adult **Play** alone, alongside and with others building relationships with peers and adults attempting to join others play **Begin** to act cooperatively with peers during CIP	**Follow** daily routines independently – *arrival, snack, free flow CIP, home time, lunch club* **Follow** daily visual timetable. **Take turns** in being involved in daily class tasks - *maths meeting, recycling duties, turning on and off lights* **Enjoy** sense of belonging – being part of Heath class **Try new** activities with increasing independence **Play** alone, alongside and with others building relationships with peers and adults, sharing play ideas **Learn to** control own actions – with self, peers, resources – to be safe **Respond to** reminders to have 'safe/gentle hands', to move 'safely/slowly/carefully' with adult guidance **Become** more aware of the similarities and differences between themselves and others **Demonstrate** pride in self and accomplishments in class; asking for	**Enjoy** sense of belonging – being part of Heath class and the wider school **Begin to** adapt behaviour when changes to normal daily routine are changed **Notice** changes in visual timetable **Negotiate** with peers and look for guidance from a supportive adult if necessary **Learn to** control own actions – with self, peers, resources – to be safe **Respond to** reminders to have 'safe/gentle hands', to move 'safely/slowly/carefully' independently **Demonstrate** consideration for others such as giving up a toy to someone who wants it next **Copy** adult's modelling of negotiation, empathy and compromise with increasing independence **Play** alone, alongside and with others building relationships with peers and adults – *showing an ability to play co-operatively* **Seek** out peers to play, sharing ideas and experiences	**Enjoy** sense of belonging – being part of Heath class and the wider school **Adapt** behaviour when changes to daily routine, situations and events are changed **Negotiate** with peers and look for guidance from a supportive adult if necessary **Learn to** control own actions – with self, peers, resources – to be safe **Understand** importance of 'safe/gentle hands', to move 'safely/slowly/carefully' **Demonstrate** consideration for others such as giving up a toy to someone who wants it next **Play** alone, alongside and with others building relationships with peers and adults – *showing an ability to play co-operatively* **Seek** out peers to play, sharing ideas and experiences **Use** negotiation, empathy and compromise skills during CIP with increasing independence	**Understand** sense of belonging to a school – *I go to Bernards Heath. I am in Heath Class. I am going to Clarence…or new school* **Demonstrate** pro-social behaviours – Kind, Respectful, Safe – with an understanding they are part of Heath Class and the wider school **–** *assemblies, Library, visitors, moving from A to B* **Understand** that changes happen and develop confidence in meeting new adults in school and seeing new classrooms – transition to FS2 **Adapt** behaviour in varying situations – new class, new adults, visitors, trips, walks around the whole school **Negotiate, compromise and show empathy** during CIP with peers and look for guidance from a supportive adult if necessary **Learn to** control own actions – with self, peers, resources – to be safe **Understand** importance of 'safe/gentle hands', to move 'safely/slowly/carefully'

	Seek peers to share experiences with who have a similar interest – *play alongside and exchange gestures/speech* **Remain at** adult directed task for short period (Busy Fingers) **Know** own name and things they like **Choose** an area to explore independently **Express** emotions – happy, sad, angry, frustrated **Control** impulsive/reactionary behaviours when negotiating in play – adult to co-regulate with child **Ask** for help with toileting **Independently** wash hands	**Begin** to understand acts of kindness **Understand** peers may have a different idea **Show** empathy and concern for peers – *may offer a tissue when sad or find a toy they would like* **Choose** to play with or alongside a familiar friend **Show confidence** and **self-esteem** in new social situations; taking part in Christmas play, meeting Santa, parents visiting **Develop** understanding of different behaviours required in different situations with support and guidance from adults – assemblies, new adults, visitors, trips, walks around the whole school **Show** sense of autonomy, making decisions for yourself – *choosing where to play, what to have at snack* **Begin** to develop awareness of differences – *engage with stories, celebrations from different cultures, Global families, Diwali, Hanukkah, Christmas* **Learn to** access play and learning resources and how to tidy away **With** peers and adults express a range of feelings; happy, sad, calm, angry **Learn to** control own actions – with self, peers, resources – to be safe **Begin to negotiate** with peers, controlling impulses to resolve conflict Learn supportive phrases to protect self – 'Stop. I don't like it.' **Respond to** reminders to have 'safe/gentle hands', to move 'safely/slowly/carefully' with adult guidance **Learn to** ask for help – create a Helping Hand **Begin** to understand the zones of regulation **Think** about own feelings as they learn to manage own emotions with support of adult – co-regulation **Learn** copying strategies to regulate emotions – *mindfulness, deep breathing, being alone, talking with adults, quiet thinking/reflective time* **Remain at** adult directed task for short period (Busy Fingers) **Learn** how to keep myself safe – *road awareness Week* **Manage** basic hygiene needs with increasing independence – *wash hands, take self to toilet, ask for help in the toilet* **Learn how and why** we clean our teeth *Introduce Learning Heroes*	photographs, sharing news/learning with all adults and peers **Talk** about self in a positive manner **Express** self with 'I can…' statements Book – The Who Rescued a Rainbow by Corrina Campbell **Make** own decisions **Use** Helping Hand to ask adults for **help** or **express** needs **With** peers and adults express a range of feelings; happy, sad, calm, angry **Use** zones of regulation to identify emotions **Begin to** negotiate with peers using copying strategies and will look for guidance from a supportive adult if necessary **Use** supportive phrases to manage negotiations – *'Stop I don't like it.', 'My turn.'* **'***I am playing with this.'* **Understand** that their action can hurt or harm peers **Control** impulsivity when resolving conflict, managing negotiations and finding compromise - seek adult support when needed **Develop** coping strategies to regulate emotions with an adult's support – *mindfulness, deep breathing, being alone, talking with adults, quiet thinking/reflective time* **Adapt** behaviour with support and guidance from adults in varying situations – new adults, visitors, trips, walks around the whole school **Understand** acts of kindness – *Team work, helping a friend* **Show** empathy and concern for peers offering comfort or inviting a peer to play with them **Begin to** understand that their behaviour will impact on others - taking a toy without asking **Remain at** adult directed task for short period (Busy Fingers and adult led activity) **Manage** basic hygiene needs independently – *wash hands, take self to toilet* **Learn how** to keep myself safe – Pantasuarus, toilets – one at a time **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	**Use** Helping Hand to ask adults for help or express needs **With** peers and adults express a range of feelings; happy, sad, calm, angry, excitement **Offer kindness** to a peer who is upset **Understand** that their behaviour will impact on others; taking a toy without asking **Develop** awareness of similarities and differences between themselves and peers. **Express** self-using self-affirmation statements with guidance from adults – 'I can', 'I am', 'I am proud' **Express** needs to adults and ask for help **Make** own decisions **Develop** coping strategies to regulate emotions with increasing independence – *mindfulness, deep breathing, being alone, talking with adults, quiet thinking/reflective time* **Adapt** behaviour with support and guidance from adults in varying situations – new adults, visitors, trips, walks around the whole school **Remain at** adult directed task for a longer period (Busy Fingers and adult led activity) **Begin to** identify their learning behaviours with the learning Heroes – I didn't give up, I worked in a team **Manage** basic hygiene needs independently – *wash hands, take self to toilet*	**Use** Helping Hand to ask adults for help or express needs **With** peers and adults express a range of feelings; happy, sad, calm, angry, excitement, guilt **Offer kindness** to a peer who is upset **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 **Regulate** own emotions using coping strategies – *mindfulness, deep breathing, being alone, talking with adults, quiet thinking/reflective time* **Begin to** understand that words can hurt others' feelings **Adapt** behaviour in varying situations – new class, new adults, visitors, trips, walks around the whole school **Remain at** adult directed task for a longer period *(Busy Fingers and adult led activity)* **Reinforce the** Learning Heroes and identify with their learning behaviours – I am like Duck.. **Express** self-using self-affirmation statements with increasing independence – 'I can', 'I am', 'I am proud' **Learn** how to keep self-safe – sun safety **Learn** importance of oral health **Manage** basic hygiene needs independently – *wash hands, take self to toilet* **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	**Demonstrate** consideration for others such as giving up a toy to someone who wants it next **Play** alone, alongside and with others, building relationships with peers and adults - *showing an ability to play collaboratively* **Use** Helping Hand to ask adults for help or express needs **With** peers and adults express a range of feelings; using zones of regulation to support their explanation **Offer kindness** to a peer who is upset and independently demonstrate acts of kindness **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 **Understand** that words can hurt others' feelings **Regulate** own emotions using coping strategies – *mindfulness, deep breathing, being alone, talking with adults, quiet thinking/reflective time* **Talk** about how others might be feeling and **respond** with age appropriate understanding **Remain at** adult directed task for a longer period (Busy Fingers and adult led activity) **Independently** identify their learning behaviours with the Learning Heroes – I am proud because…, I am like… **Express** self-using self-affirmation statements independently – 'I can', 'I am', 'I am proud' **Use** the Zones of Regulation to express how you are feeling and why **Awareness** of importance of looking after yourself – *Healthy Bodies, Happy Minds Week, Sports Day, Mindfulness* **Show** confidence and self-esteem in new social situations – transition to FS2 **Manage** basic hygiene needs independently – *wash hands, take self to toilet* **Learn** how to keep self safe – NSPCC Pants **Use teamwork phrases** – 'we can do it together.' 'Let's work together.', 'It's teamwork.' (CIP, Sports Day) **Express praise for others – '**Well done.' 'You are a good team.' 'I liked it when you… **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

Vocab – EYs Concepts	Feelings, angry, sad, excited, worried, happy, calm Feelings zones Learning Heroes characteristics – distracted, keep on trying, teamwork, kind, share, curious (ask questions) unique School rules – kind, safe, respectful Helping Hand					
	Classroom Nursery *Different areas of the classroom;* Sand tray Mark making Water tray Snack table etc *Outside area names;* Pencil garden Front garden Grass garden Track Peers names Adult names	***Visual timetable pictures;*** Register, busy fingers, carpet time, CIP etc *Resources*; Pencils, scissors, paper, sand, bucket, water, paint, paintbrush, books, bookcase, glue, sellotape etc Teeth Toothpaste 2 minutes Clean Big breathing Calm Mindfulness Safe hands Gentle hands Share Friend Respectful Helpful	'Stop, I don't like it' *Phrases for play;* Can I play? My turn. I am playing with this. Team work My turn, your turn Pantasaurus Pants Private parts 'No' 'One at a time' ***Self affirmation phrases;*** I can I am I'm proud I will	***Name a variety of feelings/emotions;*** Angry Sad Happy Calm Worried Excited Safely, slowly, carefully Being a friend words – share, kind, helpful, together, listen ***Learning behaviour phrases;*** I didn't give up. I worked in a team. I'm like…because…	Questions: Can I play? Shall we play….? Can I join in? Play, join, friend Pantasaurus Pants Private parts 'No' 'One at a time'	***Negotiation phrase;*** I can play later. Let's finish then… New school/class names/teacher names ***Sports Day phrases;*** **–** 'Well done.' 'You are a good team.' 'I liked it when you…' , – 'we can do it together.' 'Let's work together.', 'It's teamwork.' Sun safety; sun cream, hat, shade, water, drink
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	**Busy Fingers** – fine motor skills **Develop** increasing control in holding and manipulating a wide range of tools and objects - *peg boards, threading with large beads/cotton reels, inset puzzles, whiteboards and markers, tracing pouches, cotton bud dotting, tweezers, play dough, paint/ink stamps* **PE – spatial awareness and travelling** **Run/move** with spatial awareness and negotiating space – *tagging games and call and response games* **Introduce** importance of warming up and cooling down **Use** wheeled toys with increasing skill – pushing with feet, pedalling, balancing **Health and self-care** **Dress** with help, offering coat to put on give arm **Practise** putting on school socks and shoes **Identify** body parts	**Busy Fingers** – fine motor skills **Develop** increasing control in holding and manipulating a wide range of tools and objects - *including pencil/felt tip mark making/patterns, observational drawing, stencils, using scissors and spring-loaded scissors, fruits and vegetables printing* **Hold** mark making tools with thumb and fingers **PE – Dance, balance and travelling** **Move** in response to music using equipment – ribbons, scarves (Diwali dance) **Balance** on one foot or in a squat momentarily, shifting and moving body weight to gain stability **Travel** across equipment in a variety of ways and different levels **Move** with controlled effort – *firm, gentle, heavy, stretch, reach, tense, floppy* **Use** wheeled toys with increasing skill – pushing with feet, pedalling, balancing	**Busy Fingers –** fine motor skills **Demonstrate** control in holding and manipulating a wide range of tools and objects with adult guidance - including variety of writing tools; chalk, colour pencils, felt tips and painting equipment, paint brushes, homemade peg printers **Hold** mark making tools with thumb and fingers **May** have a preference for a dominant hand **PE – Ball/Beanbag skills** **Throw** a large ball and beanbag with two hands, grasping and releasing **Throw** a ball with increasing force and accuracy **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	**Busy Fingers –** fine motor skills **Demonstrate** control in holding and manipulating a wide range of tools and objects with adult guidance - introduce name cards focus on recognising and overwriting their name, use scissors to snip and cut along a line **Hold** mark making tools with an emerging tripod grip **May** have a preference for a dominant hand **PE - Apparatus** **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 **Use** wheeled toys with skill – pushing with feet, pedalling, balancing **Health and self-care**	**Busy Fingers –** fine motor skills **Demonstrate** control in holding and manipulating a wide range of tools and objects independently **Hold** mark making tools with a developing tripod grip **May** have a preference for a dominant hand **Mark make** with increasing control, forming recognisable pictures and objects **Use** scissors to cut with purpose **PE - Team Games** **Negotiate** space and obstacles safely, with consideration for themselves and others **Learn** purpose of races – sports day races **Move** energetically **Use** wheeled ride-ons pedalling with feet **Ride** a balance bike independently	**Busy fingers –** fine motor skills **Demonstrate** control in holding and manipulating a wide range of tools and objects independently **Know** what a tripod grip looks like and begins to handle mark making tools this way **Has** a preference for a dominant hand **Mark make** with control and pressure **Write** name or recognisable mark **Mark make** with recognisable shapes, form some or all of letters in name Focus on control and pencil grip **Practise** letter shapes (ELS) **Use** scissors to cut with purpose **PE - Sports Day** **Negotiate** space and obstacles safely, demonstrating strength/balance/ coordination **Learn** purpose of races – individual, team and co-operation **Move** energetically **Control** movement in response to the race – running, balancing, obstacle, skipping with a hoop

	Understand that tools and equipment are to be used safely **Wash and dry** hands effectively and **understand** why it is important **Gain** more bowel and bladder control **Join** peers at snack table, drinking water/milk and trying snack fruits with adult guidance **Drink** from cup without spilling **Recognise** danger and seek adults to help **Express** thoughts and emotions through facial expressions and gestures and sometimes with words	**Health and self-care** **Aware** of how to put on own coat and have a go independently **Aware** of how to take off school sweatshirt and have a go independently **Take** shoes and socks off independently and have a go and putting them on **Use** body part names to explain – 'I hurt my knee' **Gain** more bowel and bladder control **Can go** to the toilet independently most of the time **Join** peers at snack table, drinking water/milk and trying snack fruits with adult guidance **Develop** awareness of routines – snack, arrival, lunch club **Recognise** danger and seek adults to help **Express** thoughts and emotions with words and through facial expressions and gestures	**Balance** a beanbag on another object such as a racket and negotiate the space around them **Use** wheeled toys with skill – pushing with feet, pedalling, balancing **Health and self-care** **Independently** take off shoes, socks, coats **attempting** to put them back on **Know** to use equipment safely **Name** different parts of the body **Recognise** risk/danger and seek help when needed **Begin to notice** the effects of physical activity on their bodies **Gain** more bowel and bladder control **Can go** to the toilet independently most of the time **Aware** of how to control breath with adult guidance with breathing games - *hot chocolate, balloons, lion breath* **Willing to try** a range of different textures and flavours of food	**Independently** take off shoes, socks, coats **attempting** to put them back on **Explain** in words or actions the effects of physical activity on their bodies **Go** to the toilet independently **Name** different parts of the body and use to explain to adults when they feel poorly or have hurt themselves	**Use** large muscle movements to wave flags and streamers, paint and make marks **Choose** appropriate body movements to travel around classroom, playground and using apparatus or climbing equipment – *crawl, walk run across a plank depending on its length and width* **Health and self-care** **Independently** take off shoes, socks, coats **and** put them back on **Freely express** the effects of exercise or weather on their bodies **Manage** their personal needs – understanding the impact of heat on their bodies – layers/water/shade **Usually** dry and clean all day **Observe and control** breath with breathing games and as a tool to help calm their body **Notice** and tell an adult when feeling tired, hot, hungry **Name** different parts of the body and use to explain to adults when they feel poorly or have hurt themselves **Aware** of daily routine in nursery	**Use** wheeled ride-ons pedalling with feet **Ride** a balance bike independently **Use** large muscle movements to wave flags and streamers, paint and make marks **Choose** appropriate body movements to travel around classroom, playground and using apparatus or climbing equipment – *crawl, walk run across a plank depending on its length and width* **Health and self-care** **Independently** take off shoes, socks, coats **and** put them back on **Freely express** the effects of exercise or weather on their bodies **Manage** their personal needs – understanding the impact of heat on their bodies – layers/water/shade **Usually** dry and clean all day **Observe and control** breath with breathing games and as a tool to help calm their body **Understand** co-operation and team work – *sports day teams supporting and cheering on peers* **Notice** and tell an adult when feeling tired, hot, hungry **Name** different parts of the body and use to explain to adults when they feel poorly or have hurt themselves **Aware** of daily routine in nursery
Vocab – EYs Concepts	Stop Go PE Space Travel Run Walk Hop Skip Jump Pedal Balance Toilet Wash hands Soap Dry Towel	***Tools;*** scissors, Sellotape dispenser, glue stick, pencil, pen, felt tip, chalk etc ***Body parts****;* head, arms, legs etc Balance Crawl Dance Travel Move ***Phrases to explain hurts/illness;*** 'I hurt my…' 'I feel sick.' etc *Clothing;* cardigan, jumper, shoes, socks, wellies , on, off etc	Throw Catch Ball Beanbag Friend Partner Bounce Balance Push Pedal Pull Danger Not dangerous Safe Not safe	Healthy Exercise keep fit out of breath heart breathing Calm Apparatus Travel Dismount Jump	Team games Race Run Skip Sports day Obstacle	Hot/cold Race Sports day Team Strength Balance Support Cheering
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 **Linked with Phase 1 phonics and ELS as part of Reading assessment**	**Sit and listen** to a variety of stories in small groups, one to one and as a whole class -*Readit 2 books* **Enjoy** listening and engaging with stories **Join in** with stories and poems **Join in** with repeated refrains **Show** an interest in illustrations **Engage** with a variety of books including poems, stories and non-fiction **Use** stories in their play using props to relive the story **Tell** adult what their favourite book is **Begin to** be aware that books have **titles** and **drawings** on each page that convey meaning	**Join** in with repeated refrains and anticipate key events and phrases in rhymes and stories **Listen** to stories read in different languages – visitors, Book Trust Website **Show enjoyment** when reading/looking at books with an adult or independently **Fill in** missing word/refrain **Independently/freely** look at books and practise reading skills such as looking at front page, turning each page individually, saying 'The end.' **Use** and extend stories in their play using props as they relive the story **Re-tell** The First Christmas to an adult **Show** an interest in illustrations and words in print **Notice print** in the environment such as logos, display signs, name cards, calendar *Introduce the borrowing bag library*	**Sit and listen** to a variety of stories from a range of cultures and countries in small groups, one to one and as a whole class. *Stories to be of a shorter length and to include traditional tales* **Listen** to stories read in different languages – visitors, Book Trust Website **Begin** to be aware of how stories are structured **Begin** to make up own stories when browsing a book **Begin to** predict what will happen next and consider feelings of characters in 1:1 and small groups **Look at** and **enjoy** books independently **Mimic pointing** to the print when 'reading' independently **Handle** books carefully – *hold the correct way up, turn one page at a time* **Begin to** be aware of the difference between fiction and non-fiction **Ascribe** meanings to signs, symbols and words they see in the environment – *Dinos Day Out*	**Talk about** events and characters in stories **Read** stories from a range of cultures and countries **Listen** to stories read in different languages – *visitors, Book Trust Website* **Begin to** suggest how a story might end **Talk about** characters feelings and emotions using illustrations to support **Ascribe** meanings to signs, symbols and words they see in the environment - *classroom labels, displays, names, visual timetable* **Talk** about what they are reading with an understanding of the story or information - **answer** *'What happened at the beginning/first?' 'What happened at the end?'* **Show awareness** of rhyme in books	**Listen** to stories read in different languages– *visitors, Book Trust Website* **Talk** about stories read in different languages and question – *what the story about? How do you know?* **Understand** that the print in books conveys meaning **Awareness** that we read print from left to right **Choose** books of interest independently and ask an adult to read to them **Show an awareness** of rhyme and alliteration in stories read to them **Recognise familiar** books around the school and the wider environment with a developing knowledge of preference and author e.g. Julia Donaldson **Show** an interest in being a 'reader' – comment and question about letters, sounds, words, illustrations **Predict** story endings **Think** of a different ending Listen to stories	**Sit and listen** to a variety of stories in small groups, one to one and as a whole class. *Stories to be of a longer length with more complex comprehension e.g. My Mum and My Dad, Splat the Cat* **Know** that print carries meaning and that we read from left to right, top to bottom **Talk** confidently about familiar stories **Retell and act** out stories with puppets, masks, small world **Recognise familiar** books around the school and the wider environment with a developing knowledge of preference and author e.g. Julia Donaldson **Be** a 'reader' – comment and question about letters, sounds, words, illustrations **Begin** to develop phonological and phonemic awareness when sharing a book with an adult – *identify rhyme, alliteration, syllables*
Essential writing rationale	**The overview for Essential writing for Early Years 3-4 year olds has been divided into three strands: *I am a communicator, I am a mark maker, and I am a writer* and each of these strands are woven tightly together and not taught in a linear way or in isolation, as we guide children in our care through their writing journey in nursery classes, PVI settings and childminder settings. As well as the *Statutory Framework for the EYFS* we have referenced learning statements from *Development Matters* so we can be sure that the skills children learn and practise in their nursery year build upon what has gone before and prepares them for what follows in Reception. Above all, looking at writing as a multi-sensory, fun and joyous experience for all children, and keeping in mind a culture of high expectation for all children in what underpins this work.**					
Literacy – writing **To include HfL Essential Writing plan when released**	**Mark make/write** on paper and different textures (playground, chalk boards, whiteboards, sand, playdough) **Enjoy** mark making with a variety of mediums **Create** own books for others to enjoy – *lift the flapbooks* **Model writing** the words children use	**Mark make/write** on paper and different textures (playground, chalk boards, whiteboards, sand, playdough) **Enjoy** mark making with a variety of mediums **Model writing** the words children use **Co-create** stories the children are saying, scribing the words as the speak **Create** shared number book **Write** numerals and illustrations to represent the number **Create** a rhyming sentence to illustrate	**Make up** stories, play scenarios and drawings in response to experiences and themed learning **Give** meaning to their marks, drawings and paintings **Include** mark making and early writing in their play **Co-create** stories the children are saying, scribing the words as the speak **Essential writing** **Unit 5 Dinosuars** **Learn** that books can be used to provide information **Use** new vocabulary in context through discussion and conversation	**Make up** stories, play scenarios and drawings in response to experiences and themed learning **Give** meaning to their marks, drawings and paintings **Include** mark making and early writing in their play **Make** a book collaboratively with the children – *number rhyme book*	**Imitate** adults' writing by making continuous lines of shapes and symbols from left to right **Mark make/write** in their play **Write** letters of their name in order from left to right **Make** story books with the children, scribe the story, modelling writing from left to right, top to bottom *Introduce 'Every Time We Write' poster*	**Imitate** adults' writing by making continuous lines of shapes and symbols from left to right **Dictate** sentences for an adult to scribe, breaking the flow of speech into words **Write** letters of their name in order from left to right **Make** story books with the children, scribe the story, modelling writing from left to right, top to bottom **Use** some print and letter knowledge in their early writing – *pretend shopping lists or writing m for mummy* **Use** phonological awareness – *spot and suggest rhymes or clap or count syllables, recognise words with the same initial sound*

			Learn that labels and key words are effective ways to share information with others. **Create** own dinosaur fact book with adult support **Unit 6 Animal Stories** **Learn** that listening to animal stories is enjoyable **Talk** about characters in the stories using simple sentences **Share** animal stories and with support think of and **articulate** their own stories.			
Vocab – EYs Concepts	**Fiction** Brown Bear, Brown Bear Colours Colours Everywhere Lulu's First Day My First Dat at Nursery Oh Dear! Dear Zoo Where's Spot Noisy Farm Owl Babies Mog's Birthday Little Red Hen **Non Fiction** All Kinds of Families My Family Book Autumn / Harvest	**Fiction** Dear Santa The First Christmas The Gruffalo The Gruffalo's Child Stick Man We're Going on a Bear Hunt Poo at the Zoo Money for You, Honey for Me Shark in the Park Ten cats Measuring Me Peace at Last The Whales on the Bus **Non Fiction** Celebration/festival books Winter One to Ten and Back Again	**Fiction** Town Mouse and Country Mouse Three Little Pigs Goldilocks and the Three Bears How to Spot a Dinosaur Little Red Hen (recap) Farmyard Hullabaloo Mavis the Brave Lost and Found Big City Maisy in the City 10 Little Fingers, 10 Little Toes Dino's Day Out **Non Fiction** Spring Very Important Dinosaurs Meet the Dinosaurs Lunar New Year Glad Monster, Sad Monster Themed books	**Fiction** Dino's Day Out Astrogirl We Catch the Bus I'm the Big Busy Driver Runaway Train Naughty Bus Real Superheroes When You're Fast Asleep Busy Town Themed books **Non Fiction** Themed books Awesome Ambulances	**Fiction** Themed books Sam Plants a Sunflower Titch Watch Me Bloom Jack and the Beanstalk The Gigantic Turnip Lulu Seed Sunflower Ten Seeds **Non Fiction** Summer Rosa Explores Lifecycles Themed books	**Fiction** Sports Day Axel Scheffers Treasury of Fairy Tales The Three Billy Goats Gruff Stone Soup The Runaway pancake You Choose Fairy Tales Goldilocks and the Three Bears The Magic paintbrush Goodnight Caterpillar The Very Hungry Caterpillar Splat the Cat Starting School books Incredible Me How do you dance **Non fiction** Life cycle of a butterfly Rosa explores Lifecycles (recap) Themed books
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 **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.						
Systematic Synthetic Phonics **SSP** **Phase 1** **Comprehension as part of Reading assessment**	**ELS** **Phase 1 activities** Element 1 – Environmental sounds Element 2 – Instrumental sounds Element 3 – Body percussion Element 4 – Rhythm and rhyme Element 5 – Alliteration Element 6 – Voice sounds Element 7 – Oral blending	**ELS** **Phase 1 activities** Element 1 – Environmental sounds Element 2 – Instrumental sounds Element 3 – Body percussion Element 4 – Rhythm and rhyme Element 5 – Alliteration Element 6 – Voice sounds Element 7 – Oral blending	**ELS** **Introduction of phonemes and GPCs** **Introduce s, a, t, p, l, n** **Each phoneme and GPC will be introduced with:** • Oral blending • Introduction of GPC (sound and flashcard) • Alliteration linked to flashcard • Rhymes linked to flashcard • Questions and activities linked to flashcard	**ELS** **Introduction of phonemes and GPCs** **Introduce m, d, g, o, c, k** **Each phoneme and GPC will be introduced with:** • Oral blending • Introduction of GPC (sound and flashcard) • Alliteration linked to flashcard • Rhymes linked to flashcard Questions and activities linked to flashcard	**ELS** **Introduction of phonemes and GPCs** **Introduce e, u, r, h, b, f, l** **Each phoneme and GPC will be introduced with:** • Oral blending • Introduction of GPC (sound and flashcard) • Alliteration linked to flashcard • Rhymes linked to flashcard Questions and activities linked to flashcard	**ELS** **Introduction of phonemes and GPCs** **Introduce j, v,w, x, y, z, qu** **Each phoneme and GPC will be introduced with:** • Oral blending • Introduction of GPC (sound and flashcard) • Alliteration linked to flashcard • Rhymes linked to flashcard Questions and activities linked to flashcard
	The primary activities, outside of the planning, that must take place every day are: • reading high-quality stories to your children • rhymes and songs being shared and learned • modelling 'how to' and ensuring children are listening attentively • interacting with and encouraging conversations with children and adults • reproducing audibly the sounds that they hear when orally segmenting or blending • explicitly teaching vocabulary					
Vocab – EYs Concepts	**listen, ears, sound, noise, quiet, loud**	**listen, ears, sound, noise, quiet, loud, fast, slow**	**syllables, rhyme**	**Rhyme, listen, sound, hear, same**	**Rhyme, alliteration, stretch the word, robot arms**	**Vocab linked to ELS - robot arms, me then you, say the word, stretch the word, count the sounds**

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. **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	**Maths Meeting** Number rhyme – to 5 Representing up to 5 using fingers **Comparison and counting** **Count** orally to 5 **Use** number names in play **Understand** what a number is - quantity **Represent** what each number is – number of the week up to 3 **Cardinality (how many?)** **Give or take** up to 3 items from a larger group of objects, making comments **Begin** to notice numerals **-** '*That's a number' or 'That's my number, 3'* **Spatial awareness** **Move** body, toys into spaces large enough to fit **Remember** their way around Heath classroom and outdoor areas **Respond to positional language** – get out and tidy away classroom resources, **Understand** - in, on, under **Shape** **Complete** inset puzzles up to 12 pieces using trial and error approach **Recognise** when shapes are the same **Make** simple construction – balancing tower, connecting Duplo **Pattern** **Join** in with simple patterns in sounds, games, stories, dance and movement predicting what comes next **Measure** **Explore differences** in size, weight, length and capacity – *sand, water trays, exploring table, playdough* ***Model comparative language – heavy/not heavy, long/not long, short/not short***	**Maths Meeting** Number rhyme – to 5 Representing up to 5 using fingers Shape – circle, triangle, square, rectangle **Comparison and counting** **Count** orally to 5 **Enjoy** counting as far as they can go **Begin** to recognise and compare changes in collections children have made – *'that's more/lots' or 'same'* **Understand** what each number is – continue with focusing on a particular number up to 5 – *continue with a number of the week up to 5 including 0* **Use** number names in play **Show** fascination of large numbers in play. *'That's one hundred for you' or 'a hundred thousand million'* **Cardinality** **Give or take** up to 5 items from a larger group of objects, making comments **Begins to subitise** (without counting) numbers to 3 **Notice** numerals in the environment **Recognise** numerals important to them **Begin** to count up to 5 using fingers **Explore** number resources, Numicon boards and beads **Spatial awareness** **Connect** construction resources linking shapes to make road/train layouts **Respond** and **use** positional language – in, on, under **Shape** **Use** 3D and 2D shapes to build choosing appropriate shapes to represent part of a home model **–** *triangular shape for a roof* **Name** 2D shapes, circle, square, rectangle, triangle **Enjoy** combining shapes to make new shapes – *big glitter shapes, small wooden shapes*	**Maths Meeting** Introduce calendar - *days of the week, season, months, date, weather* Number rhyme – to 5 Representing up to 5 using fingers, modelling different ways **Comparison and counting** **Compare** groups and comment when they are the same up to 5 - *'I've got 2, you've got 2…the same* **Point/touch** each item counting up to 5 with increasing consistency **Use** some number names and language in play **Recognise** some numerals up to 5 and beyond **Cardinality** **Subitises** numbers without counting up to 3 **Begin to link** numerals to amounts up to 5 **~~kic~~Model** recording quantity using a range of marks to record **Introduce how to use** Numicon to represent quantities **Spatial awareness** **Complete** inset puzzles and jigsaws up to 12 pieces **Respond** and **use** positional language – in, on, under, in front, behind, over **Link** shapes to make complex road and track designs **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. *Slanty, twisty, wiggly and cone, circle, square, line, corner* **Measure**	**Maths Meeting** Calendar - *days of the week, season, months, date, weather* **Record** weather on a calendar – each week count our sunny/rainy/cloudy days Number rhyme – to 5 Representing up to 5 using fingers, modelling different ways **Comparison and counting** **Compare** groups and comment on their similarities and differences up to 5/10 – *compare two groups of 5 but objects are of different sizes* **Point/touch** each item up to 5 and beyond in a stable order **Recognise** numerals to 5 and some beyond **Cardinality** **Begin to count** up to 5 items, **recognising** that the last number represents the total so far (cardinal principle) *'1,2,3 there are 3 balls.'* **Notice** if there is a lot or a small quantity **Link** numerals to amounts up to 5 consistently **Begin** to ascribe marks to represent quantities **Use** Numicon to support number exploration **Composition** **Through play and exploration** learn that numbers are made up of smaller numbers(composition). *Ask what numbers are hiding in 5? 1 and 2 and 3 and 4* **Begin** to use the understanding of number to solve practical problems in play and meaningful activities; *cooking, The Doorbell Rang by Pat Hutchins, 'I need 2 more'* **Spatial awareness**	**Maths Meeting** Calendar - *days of the week, season, months, date, weather* **Record** weather on a calendar – each week count our sunny/rainy/cloudy days **Compare** weekly weather totals Number rhyme – to 5 Representing up to 5 using fingers and independently showing different ways to represent numbers to 5 **Comparison and counting** **Point/touch** each item as they count up to 10 in a stable order **Begin to recognise** numerals to 10 **Cardinality** **Link** numerals to amounts up to 5 and begin to link with amounts up to 10 **Count** up to 5 items, **recognising** that the last number said represents the total so far (cardinal principle) **Ascribe** marks to represent quantities – *make a collaborative number rhyme book* **Composition** **Begin to explain** that numbers are made up of smaller numbers. *Ask what numbers are hiding in 5? 1 and 2 and 3 and 4* **Begin** to understand that each counting number is **one** more than the previous number – *compare number towers, Numicon plates* **Begin to use** number knowledge to solve practical problems in play and meaningful activities; *how many more do I need, have I got enough…to fill a container* **Develop** an understanding that a group of objects represented in different ways **has** the same total **Spatial awareness** **Complete** inset puzzles and jigsaws up to 20 pieces	**Maths Meeting** Calendar - *days of the week, season, months, date, weather* **Record** weather on a calendar – each week count our sunny/rainy/cloudy days **Compare** weekly weather totals **Discuss** collected weather data Number rhyme – to 5 Representing up to 5 using fingers and independently showing different ways to represent numbers to 5 **Comparison and counting** **Point/touch** each item as they count up to 10 consistently **Recognise** numerals to 10 **Cardinality** **Link** numerals to amounts up to 10 **Count** up to 5 or more items, **recognising** that the last number said represents the total so far (cardinal principle) **Ascribe** marks to represent quantities – make shop labels, post it notes, posters **Use** a range of marks and signs to assign their mathematical thinking **Composition** **Understand and explain** that numbers are made up of smaller numbers. *5 is a 3 and 2 or 1 and 1 and 1 and 1 and 1 using Numicon to show thinking* **Use** number knowledge to solve practical problems in play and meaningful activities; *how many more do I need, have I got enough…to fill a container* **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 **Spatial awareness** **Complete** inset puzzles and jigsaws of 20 or more pieces

	Model language linked to the making of bread; weighing **Recall** method of bread making in order **Anticipate** times of the day – *become familiar with visual timetable*	**Introduce** other shapes such as oval, star, heart, hexagon **Model use** of 3D shape names and descriptive language to describe present shapes - *'A cylinder' or 'It has lots of squares.' Or 'It's a rolly shape.'* **Describe** shapes using appropriate language; point, corner, straight, curvy, line, slant **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 - *Christmas decorating* **Measure** **Use** language linked to measuring in length; short, long. *Find wrapping paper big/small enough to wrap presents* **Compare** present and Christmas decoration sizes	**Use** language linked to volume, and weight - m*aking pancakes* **Recall** a sequence of events in everyday life – *pancake recipe and how to make them* **Introduce** mystery box. *Place an object inside to guess, marble, teddy, ball* **Use** language of measure to aid description on what is inside; heavy, light	**Complete** inset puzzles and jigsaws up to 20 pieces **Respond** and **use** positional language – in, on, under, in front, behind, over **Pattern** **Explore** simple linear patterns - *use Numicon boards to create repeating patterns* **Create** repeating patterns of two or three items - *Easter egg designs* **Recognise** patterns in the environment, *checked, arrays, stripes, paving* **Measure** Find longer, shorter, heavier, lighter, more, less in meaningful contexts – *sand/water trays, playdough, exploring table* **One Project activities** **Counting and Numbers** What's The Time Mr Wolf Give Me Food Maths Monsters **Pattern and Ordering** Numerical Rhythm Little Biologists Secret Number **Spatial awareness and shapes** See it, Build it, Check it Tower challenge Map makers	**Respond** and **use** positional language – in, on, under, in front, behind, next to, in the middle, through, forwards, backwards **Shape** **Use** 2D and 3D shapes to combine and make new shapes; *wooden shapes, sparkly shapes, plastic shapes, junk modelling, sculptures* **Respond** to shape language and use during play and meaningful activities **Comment** on shape similarities and differences **Measure** **Find** the longer/shorter, heavier/lighter, more/less of two items- *growing/caring plants* **Recall** a sequence of events in order, growing of a plant – *Jasper's Beanstalk* **One Project activities** **Counting and Numbers** Special Musical Statues Counting Games Special Hopscotch **Pattern and Ordering** Number Robot Number Straws Let's Compare **Spatial awareness and shapes** Number Treasure Hunt Guess How Many Shape Swap	**Respond** and **use** positional language – in, on, under, in front, behind, next to, in the middle, through, forwards, backwards **Pattern** **Create and generate** repeating patterns of two or three items - *caterpillars* **Explore** symmetrical patterns, *butterflies* **Measure** **Find and describe** the longer, shorter, heavier, lighter, more, less of items – *caterpillars, water/sand trays, playdough, explore and talk table* **Use** comparative and descriptive language; *adding /er/ and /est/* **One Project activities** **Counting and Numbers** What Number am I? Throwing with Numbers Card Clash **Pattern and Ordering** Colourful Caterpillar Let's Compare Make Your Own Ruler **Spatial awareness and shapes** Can You Draw This? Shape sorter
Vocab – EYs Concepts	**Number** Zero, one, two, three, four, five **Positional Language** in, on, under **Measure** Long/not long Short/not short Heavy/not heavy	**Number** Zero to ten Count None Guess **Measure** Long/not long Short/not short Heavy/not heavy Begin use of /er/ **Shape** Square, triangle, rectangle, circle Descriptive shape language – straight, curve, round **Pattern** Pattern, repeating pattern **Positional Language** in, on, under	**Numbers** 'Common' number names – hundred, thousand, million Bigger, smaller (linked to quantity – It is bigger/smaller) Order, first, last Guess **Measure** Full, empty, holds Use of /er/ **Shape** Descriptive words – straight, corner, curve **Positional Language** out, inside, under, over, in front, behind	**Numbers** 'Common' number names – hundred, thousand, million Next, between **Measure** Big/small, long/short **Pattern** Pattern, repeating pattern **Positional Language** In, on, under, over, in front behind	**Number** More, less, next, between, before **Measure** Use of /er/ and /est/ Big/small, long/short, tall/short **Shape** Descriptive words – straight, corner, curve 2D and 3D names **Positional Language** between, beside, next to, through along, behind, in front of, backwards, forwards	**Number** More, less, few, most Order, first, last (sports day races) **Measure** Use of /er/ and /est/ Big/small, long/short, tall/short **Pattern** Pattern, repeating pattern, butterfly patterns (symmetrical) **Positional Language** between, beside, next to, through along, behind, in front of, backwards, forwards
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 **Link to progression documents – computing, geography, history, RE**	**Themes:** Autumn, Harvest, Family, Nursery rhymes **People and Communities** **Show** interest in the lives of people who are familiar to them - *children to bring in treasure boxes and share* **Remember and talk** about significant events in their own experience - *news, show and tell and circle times* **Celebrate** child's birthday using the class cake and stickers **Talk** about what has happened and what will happen to celebrate their birthday **Recognise and describe** special times or events for family and friends **The World** **Comment** on their familiar world -*the journey from home to school* **Create** a map of their journey from home to school - *treasure box* **Show care and concern** for the environment - *autumn and changes* **Learn** about seasonal changes - Farm theme, big red combine harvester, bread making – little red hen **Use** explore and talk table/displays to promote new themed vocabulary **Explore** resources, natural and manmade using senses and magnify glasses	**Themes:** Festivals and celebrations - Bonfire Night, Diwali, Hanukkah, Christmas, The Nativity Story, Remembrance Day, **People and Communities** **Learn** about our community – *class, school and global families* **Remember and talk** about significant events in their own experience - *news, show and tell and circle times* **Celebrate** child's birthday using the class cake and stickers. **Talk** about what has happened and what will happen to celebrate their birthday **Recognise and describe** special times or events for family and friends **Talk** about celebrations and festivals – *Diwali, Bonfire Night, Remembrance Day Hanukkah, Christmas* **Join in and describe** family customs and routines **Listen and share ideas** with visiting parents talking about their family celebrations **Talk** about similarities and differences in relation to friends and family - *Just Talk Week* **Compare and notice** changes related to themed learning **The World** **Talk** about why things happen and how things work, *look at toys at describe how they work* **Show** care and concern for the environment - *autumn/winter and changes* **Show** interest in different occupations and ways of life - *road safety week*	**Themes:** Geography focus, Homes, Winter, Lunar New Year, Internet Safety Day, farm **People and Communities** **Show interest and talk freely** about the lives of people who are familiar to them **Recall and talk** about significant events and special times - *Christmas, New Year, festivals, Lunar New Year* **Answer** what and why questions **Know** some of the things that make them unique - *Feeling Good Week* **The World** **Comment and ask** question about their familiar world - *home, rooms in home, local area, playgrounds, streets, town/city* **Talk** about local features and familiar journeys - *journeys - school, holiday, London. Features – Heath, Sandridge Road, playground, city centre, railway bridge, corner shop, Dinos Day Out* **Show** care and concern for the environment, care of baby animals **Observe** seasonal changes **Technology** **Awareness** of Internet safety, c*reate a list of being safe on the internet* **Know** what to do when Ipad/computer changes - *internet safety rules* **Explore** electronic coding toys – *code-a-pillar*	**Themes:** Science week, History focus, All About Me and my family, Spring, Easter, Senses, Pancake Day, Mothering Sunday **People and Communities** **Talk** about the lives of people who are familiar to them - *family, wider family, growing up* Use family and age vocabulary when talking about wider family – *Mummy, Daddy, grandparent names, brother, sister* **Sequence** stages of growing up - *baby, toddler, child, teenager, adult, elderly baby role play, home, vets, hospital* **Understand and describe** body parts and senses **Recall and talk** about significant events and special times - *birthdays, festivals, Easter* **Recognise and describe** special times or events - *family and friends* **Share stories from the past** who have had an influence on the present, grandparents, previous settings, child carers **Explore artefacts and ask questions** making **comparisons** between old and new - *vehicles, clothes, schools* **The World** **Show** care and concern for the environment - *spring and the changes we observe*	**Themes**: Art Enrichment, Spring, St George's day, dinosaurs, pirates **People and Communities** **Talk** and **answer** questions about own home and community life - *special events, festivals, days out, wider family* **Find out** about other children's experiences - *circle time show and tell/news* **Show** interest in different occupations and ways of life - *artists, emergency services, refuse collectors* **The World** **Develop** an understanding of growth and changes over time - *growing plants* **Demonstrate and show** care and concern for living things and the environment - *caring for tadpoles, plants, herb garden* **Understand and talk** about looking after our environment**,** *sorting rubbish, care of plants* **Compare** real environments and times – *dinosaurs and pirates* **Use** tools to enhance learning about natural environment and world around them **–** *magnify glasses, mirrors, maps, cameras* **Technology** **Explore** and **learn** how to program a coding toy	**Themes:** Father's Day, Summer Sporting events such as Wimbledon, Olympics, Football Competitions, Athletics, Keeping healthy week, circus, caterpillars **People and Communities** **Talk** and **answer** questions about own home and community life - *special events, festivals, days out, wider family* **Find out** about other children's experiences - *circle time show and tell/news* **Show** interest in different occupations and ways of life -*artists, emergency services, refuse collectors, people who help us, keeping healthy week* **The World** **Develop** an understanding of growth and changes over time - *lifecycles, growing plants* **Demonstrate and show** care and concern for living things and the environment - *caring for caterpillars, plants, flower garden* **Independently** seek resources to enhance learning – *magnify glasses, books, scissors, making maps, binoculars, litter pickers* **Understand and talk** about looking after our environment - *sorting rubbish, care of plants and living things*
Vocab – EYs Concepts **See computing progression document**	Themed vocabulary: nursery rhymes Seasonal vocabulary autumn, weather types – sunny, cloudy, rainy, windy wet, dry, days of the week, today, yesterday, tomorrow Harvest Family words: Special, parent grandparent, events/celebration: Diwali	Themed vocabulary Comparative language – old/new, big/small, tall/short, hard/soft Seasonal Winter Special events/celebration words Computing vocabulary Screen, whiteboard, CD player, camera, buttons	Themed vocabulary geography words: journeys, Heath, Sandridge Road, playground, city centre, railway, corner shop, local Seasonal Spring Computing vocabulary Internet, share,	Themed vocabulary Family and body parts words Special events/celebration Eid, Easter Seasonal vocabulary Spring Computing vocabulary Safe/not safe,	Themed vocabulary dinosaurs, pirates Growing (plants), environment, map, magnifying glass What, where, when	Themed vocabulary sports, lifecycle, caterpillars, Hot, cold Transition – new class/school Computing vocabulary Technology
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 **Link to progression documents – art, music. PE**	**Perform** at The Community Harvest Festival **Creating with materials/Being imaginative and expressive** **Sing** familiar songs **Learn** new songs **Tap** a beat **Dance and move** freely using scarves and ribbons **Join** in with circle and ring games **Learn where and how** to use tools accessible in Heath class - *scissors, glue sticks, spatulas, variety of writing genre, hole punches, Sellotape* **Introduce** how to use construction boxes and where they are kept. **Use** construction materials to stack vertically, horizontally, balancing **Engage** in imaginative play based on own experiences/peers and themed learning - r*ole play will be a home but change in line with the children's interests* **Explore** creative media freely - *paints, gluing, scissors, paint sticks, playdough* **Use** mark making tools on a variety different papers and textures – *chalk, pencils, crayons, felt tips*	**Perform** The Nativity to an audience **Creating with materials/Being imaginative and expressive** **Join** in with dancing games **Sing** familiar songs **Learn** new songs **Tap** a beat **Use** percussion instruments with purpose **Develop an understanding of how to create and use** sound intentionally. *Add sound effects to stories - We're Going on a Bear Hunt, We're Going on a Sleigh Ride* **Explore** colour and how it can be changed **Create** a Christmas decoration for the Christmas fair **Mix** primary colours to make secondary colours **Introduce** BH colour mixing wheel **Experiment and explore** colour mixing using primary colours with a focus on Jackson Pollock **Design** a calendar - *paper plate face, colour mix collage, photograph frame* **Listen** to stories and songs - The Colour Mixing Song, Crayon by Simon Rickerty, Wobble Bear Say Yellow **Explore and learn** how to create movements appropriately to music or sounds - *PE lessons, firework dance, Diwali dance* **Access** tools independently use them asking for help if needed **Use** construction boxes or working mats to build models **Model** ideas of how to change/improve model - e*ncourage children to think of their own ideas* **Use** construction materials to stack vertically, horizontally, balancing **Engage** in imaginative play based on own experiences/peers and themed learning - h*ome, living room, babies, Christmas workshop/house* **Model** use of props to become resources in imaginative play - *brick as a telephone*	**Perform** in a class assembly **Creating with materials/Being imaginative and expressive** **Sing** familiar songs **Learn** new songs **Understand and play** percussion instruments softly/loudly **Learn** to pitch match **Tap out** simple repeated rhythms, using claves and other instruments **Use** sound purposefully and say why they like it **Explore** colour and mixing through different mediums; watercolours, paints, stories and songs **Develop** an understanding of using line to represent images **Follow** step by step instructions to create a picture - *Three little Pigs, portraits, park designs, family pictures with a focus on Toyin Ojih Odutola* **Paint** with purpose **Notice** colours when painting/making pictures **Use** tools independently **Use** construction boxes or working mats to build models **Enhance** ideas of how to change/improve a model through questioning **Use** construction materials to stack vertically, horizontally and balancing problem solving when a structure/model falls or comes apart **Engage and offer ideas** in imaginative play based on own/peers experiences and themed learning -h*ome, babies, St Albans Tourist office, building site* **Model** use of props to become resources in imaginative play – *brick as a telephone* **Ask adults** for role play/small world enhancements -*'I need a pad to make a shopping list.' Or 'I need a measuring tape to build my house.'*	**Perform** in the Spring Festival **Creating with materials/Being imaginative and expressive** **Use** sound purposefully and say why they like it **Tap** out rhythms copied and made up **Music comparatives** – faster/slower, louder/quieter, higher/lower **Use** line to enclose spaces and to represent images - *children will be able to talk about their mark making and creations made* **Follow** step by step instructions to create a picture - *Three little Pigs, portraits, park designs, family pictures with a focus on Toyin Ojih Odutola* **Paint** with purpose **Notice** colours when painting/making pictures **Use** tools independently **Use** drawings to represent actions and objects, including imaginative creations - *listen to music and respond with making marks/pictures* **Use** wax crayons to draw a detailed self-portrait with a focus on artist – Samira Addo **Use** construction boxes or working mats to build models with an understanding of construction method **Model language** of how they made their model, what was tricky and how they solved a problem – *offer sentence starters 'It fell down because the ground was…' or 'It didn't balance because this was too…'* **Engage** in imaginative play based on own/peers experiences and themed learning **Create** own props using the resources around them; *paper telescope, brick as a phone, stilt as a bag*	**Participate** in Arts Week; *clay workshop, drama workshop* **Creating with materials/Being imaginative and expressive** **Use** sound purposefully and say why they like it **Generate** own rhythms using musical instruments **Find** the pulse **Music comparatives** – faster/slower, louder/quieter, higher/lower **Use line and drawing** in a wide range of ways - *imaginatively, copying, observation, experience and experimental* **Use** tools independently and understand each tool has a specific purpose **Model and create** sculptures using junk modelling and clay; *focus on Jean Miro* **Paint** with purpose **Use** colours appropriately when painting/making pictures **Use** construction boxes or working mats to build models with an idea of what to build **Begin to 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 keep play going** in imaginative play based on own/peers experiences and themed learning **Create** own props using the resources around them; *paper telescope, brick as a phone, stilt as a bag*	**Creating with materials/Being imaginative and expressive** **Individual** singing **Use** sound purposefully and say why they like it **Generate** own rhythms using musical instruments **Music comparatives** – faster/slower, louder/quieter, higher/lower **Use** tools independently and understand each tool has a specific purpose **Paint** with purpose **Use** colours appropriately when painting/making pictures **Use** construction boxes or working mats to build models with an idea of what and how to build it **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 play collaboratively** in imaginative role play based on own/peers experiences 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 - *paper telescope, brick as a phone, stilt as a bag*
Vocab – EYs Concepts **See progression documents**	Instrument names Movement vocabulary – linked to dance Tools used in model making <u>Drawing:</u> Draw, line, wavy, straight, curved, dots, zig zag	Instrument names Movement vocabulary - linked to dance <u>Music vocabulary</u> Noisy, quiet, loud, fast slow <u>Construction and sculpture</u> Shape, make, join, squeeze, push Tools used in model making (art trolley resources)	Instrument names <u>Music vocabulary</u> Noisy, quiet, loud, fast slow <u>Construction and sculpture</u> Big, little, dry, top, bottom Shape, make, join, squeeze, push	Instrument names <u>Movement vocabulary</u> linked to dance Music vocabulary Noisy, quiet, loud, fast slow Joining words – stick, glue, attach	Instrument names <u>Music vocabulary</u> Noisy, quiet, loud, fast slow <u>Construction</u> Big, little, dry, top, bottom Themed vocabulary	Instrument names <u>Music vocabulary</u> Noisy, quiet, loud, fast slow <u>Construction</u> Big, little, dry, top, bottom <u>Drawing:</u> observational

	<u>Colour</u> colour names	<u>Colour</u> Painting, colour mixing, primary				Themed vocabulary
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.						