



## BAWB EYFS, Curriculum Overview

### Intent

Robins will flourish and grow emotionally, physically, academically and spiritually.

They will:

- Become passionate readers, writers, mathematicians, scientists, geographers, historians, artists and musicians
- Begin to understand the idea of Love of God and practice love of neighbour - to include global examples.
- Seek out and celebrate differences
- Develop skills to assess and manage risks when making decisions.
- Learn to negotiate and co operate
- Develop and follow rules
- Take responsibility for their actions (with support)
- Be active and energetic daily
- Be resilient
- Express themselves through art, music, performance and conversation
- Respond to and develop their own high quality questioning
- Understand the beauty and science of seasons
- Value their wonderful environment and begin to understand that other people live in different environments.
- Be safe and loved

### Implementation

- Vocabulary takes a lead role in all activities and is developed through adult modelling, specific topic and literacy planning and is reinforced through display and reading.
- High emphasis is placed on our emotions board so children learn to articulate their feelings and those of others.
- Continuous provision is planned using the Development Matters document in line with the children's next steps in learning.

- We deliver RWInc phonics programme with rigour and fidelity, plus the White Rose maths scheme.
- Dedicated weekly RE and music lessons are planned and delivered by teachers
- Weekly walks outdoor activities deliver active science, geography and history. Plus opportunities to assess and manage risks, persevere and challenge.
- Daily biking, climbing and running build up balance, strength and coordination.
- Weekly yoga and structured PE and biking lessons provide experience of different sports, many of which can be carried on into adulthood.
- Children perform in the Nativity story and The Wensleydale Tournament of song each year.
- Children learn all about our RESPECT code and how to follow it.
- Children learn to ride a bike
- Children are given opportunities to develop their cultural capital.
- Inclusion and Equality is vital to enable all children to achieve. Every effort is made to spot and overcome any additional needs as early as possible required for all children to access the curriculum. Partnerships with staff, parents SENCo and outside agencies work to deliver successful learning and achievement.
- Learning is successfully monitored and planned using the team's knowledge and experience (formative data) and summative data which is entered into Evidence Me on a termly basis. This is completed by teachers in consultation with the whole EYFS team. This information to be shared regularly with parents.
- Safeguarding - all staff regularly take part in all required safeguarding activities and are up to date with first aid.

## Impact

- The impact of the EYFS Curriculum is that all children make good progress from their individual starting points. All children get the best possible start to their school life and develop the knowledge and skills to reach and exceed their potential in KS1. They develop and nurture strong, positive attitudes where they become proud and respectful of themselves, others, their school and their environment.
- Children, parents and staff are happy and excited about learning.
- Each child leaves feeling proud of having been a Robin and excited to become an Owl (Y1).

## Long-Term Plan

Themes are adapted through our continuous provision to follow children's interests.

Purple = History

Green = Geography

Red = Science

Blue = PSHE

Yellow = Art

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main Themes</b>	<b>You, me, and Families</b>	<b>Important people then and now</b>	<b>Frozen Hot and Cold</b>	<b>Celebrations</b>	<b>Growing and changing</b>	<b>On the Move And moving</b>
<b>General Themes</b>	Baseline We are Robins My body Who is in my family? Where I live Harvest Autumn	Guy Fawkes Pumpkins Remembrance Day Diwali (India) Christmas Autumn Emergency services	Chinese New Year North Pole/South Pole What would you find in a hot/cold country? Winter	Pancake day Mothering Sunday Easter Spring	Life cycles: Plants, butterflies, frogs Minibeasts (megabeasts dinosaurs) Chicks/pheasants? Dinosaurs Spring	Travel to space Neil Armstrong Vehicles now and then  Summer
<b>RE</b>	Why is the word "God" so important to Christians?	Why do Christians perform nativity plays at Christmas?	Which stories are special and why?	Why do Christians put a cross in an Easter garden?	Which People are special and Why?	Which Places are special and Why?
<b>Festivals</b> (people, culture and communities)	Sukkot /Harvest	Diwali/Christmas	Lent	Ramadan	Pentecost Eid-al-Fitr	
<b>Inspirational People</b> (Little People, Big Dreams)	Anne Frank	Florence Nightingale Marie Curie	Ernest Shackleton	<b>Harriet Tubman</b>	Emmeline Pankhurst	Alan Turing
<b>Cultural capital</b>	Orchestra	Theatre trip		Tournament of Song	Trip to Mosque in Darlington	Beach? Lake District?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Knowledge Vocabulary</b>	Family, parents siblings Body parts	Diwali, Festival, diva lamp, Rama, Sita, Ravanna, mehndi, Rangoli.  Jesus, God, Mary, Joseph, stable, Bethlehem, Myrrh, Frankincense, Gold, nativity, angel, shepherd, kings. Saviour, proclamation taxes	North pole, South Pole, Arctic, Antarctic, freeze, melt, glacier, frost, frozen, penguin, polar bear & other arctic animals, migration  China, dragon, zodiac, chop sticks, restaurant, menu, Asia, Beijing, population	Ingredients, weigh, pour, fry, toss, Shrove Tuesday, Ash Wednesday, lent, Easter.  Germination, blossom, flower names, growth.	Grow, seeds, plant, stem, leaves, shoots, roots. germinate  Lifecycle, hatch, Metamorphosis chrysalis	Old, new, now, past, wheel, steering wheel, bonnet,  Space shuttle, astronaut, earth, planets orbit
<b>Skills Vocabulary</b>	Measure, compare, estimate, explain, imagine, retell, instruct, build, design, connect, think, predict, sort, talk/discuss, investigate, explore, observe					

Talk Through Stories are used throughout the year **Highlighted in yellow**  
RWInc approach to increasing Vocabulary (based on Isabel Beck's 'Bringing words to life' Chap 4)

We walk at least once a week. This is a time for fun and conversation whilst exercising and observing our environment and the changes throughout the year.  
Children take active role in risk assessments and learn to be safe pedestrians.

Children bike daily. We also have dedicated instruction.  
Yoga is weekly  
Forest Schools activities are a regular event.

## Autumn 1 - You, me and families

General Themes	Key texts	Activities	Vocabulary
<p>Baseline</p> <p>We are Robins</p> <p>My body</p> <p>Who is in my family?</p> <p>Where I live</p> <p>Harvest</p> <p>Autumn</p>	<p>Nursery Rhymes</p> <p>The Colour Monster</p> <p>Naughty Nigel</p> <p>Not now Bernard</p> <p>Wilfred Gordon McDonald Partridge</p> <p>Meesha Makes Friends:</p> <p>I want my potty.</p> <p>The mole who knew it was none of his business</p> <p>Shine</p> <p>My two Grannies</p> <p>Funnybones</p> <p>Non fiction</p> <p>Me and My Body</p> <p>The Tree</p> <p>We are Britain What is Racism?</p> <p>On the Way Home</p> <p>Can't you sleep little Bear?</p> <p>Five Minutes' Peace</p>	<p>Autumn Walk</p> <p>Family sharing morning</p> <p>Sharing family photos</p> <p>Self portrait</p> <p>Leaf art</p> <p>Sunflower observation (life cycle)</p> <p>Giant bodies</p> <p>Skeleton models</p> <p>Home corner focus</p> <p>Map of where I live</p> <p>Think of a memory</p> <p>Interview grandparents</p>	<p>Family, mum, dad, brother, sister, auntie, uncle, cousin, grandma, grandad, relative</p> <p>Memories</p> <p>Body parts</p> <p>Autumnal words</p> <p>Faith words</p>

## Autumn 1 - You, me and families

Key Skills					
Communication and Language		Personal, Social, and Emotional Development		Physical Development	
In nursery...	In reception...	In nursery...	In reception...	In nursery...	In reception...
<ul style="list-style-type: none"> <li>begin to follow simple instructions</li> <li>Begin to build up a repertoire of familiar songs and rhymes</li> <li>Begin to engage in conversation with peers and adults</li> <li>Learn some simple words to talk about families our bodies and autumn.</li> <li>Learn to listen carefully.</li> </ul>	<ul style="list-style-type: none"> <li>Become familiar with chosen texts using Talk Through stories and theme related books. Begin talking about the settings and the characters</li> <li>Begin to build a bank of specific vocabulary when talking about families, bodies and autumn</li> <li>Enhance their repertoire of songs and rhymes</li> <li>Begin to share nonfiction books</li> <li>Listen carefully in small and large group situations</li> <li>Speak in simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Begin to follow the Nursery rules and routines with support</li> <li>Learn to share resources with others</li> <li>Become more confident with unfamiliar people</li> <li>Begin to play with one other child. Begin to accept praise for things they have done</li> </ul>	<ul style="list-style-type: none"> <li>Begin to follow the rules and routines of F2</li> <li>Begin to take turns with occasional adult support</li> <li>Join in a growing range of activities</li> <li>Know and talk about the different factors that support their overall health and wellbeing</li> <li>Regular physical activity- linked to PE lessons</li> </ul>	<ul style="list-style-type: none"> <li>Develop their gross motor skills by riding scooters and trikes</li> <li>Use large muscle movements when painting</li> <li>Begin to use simple one handed tools</li> <li>Be able to take off their coats and shoes with some support</li> <li>Be able to say when they need the toilet</li> </ul>	<ul style="list-style-type: none"> <li>Walk, jump, run and crawl with increasing control</li> <li>Have an established dominant hand</li> <li>Begin to use a range of tools safely and appropriately</li> </ul>

## Autumn 1 - You, me and families

Key Skills					
Literacy: comprehension		Literacy: word reading		Literacy: Writing	
In nursery...	In reception...	In nursery...	In reception...	In nursery...	In reception...
<ul style="list-style-type: none"> <li>Begin to look at books, working front to back, turning the pages carefully</li> <li>Begin to learn new vocabulary related to the books being read</li> </ul>	<ul style="list-style-type: none"> <li>Retell familiar books</li> <li>Share non-fiction books as a group to understand vocabulary about bodies, seasons and different cultures</li> </ul>	<ul style="list-style-type: none"> <li>Begin to notice some examples of print in the environment</li> </ul>	<ul style="list-style-type: none"> <li>Set 1 sounds – Group A</li> <li>Read first 16 set 1 sounds</li> <li>Learn to blend: word time 1.1 to 1.3</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy drawing pictures and making marks</li> <li>Make marks on their pictures to indicate their name</li> </ul>	<ul style="list-style-type: none"> <li>Writes their name independently</li> <li>Form the capital letter at the start of their name correctly</li> <li>Form some recognisable letters</li> <li>Spell CVC words using Fred Fingers</li> </ul>

## Autumn 1 - You, me and families

Key Skills			
Maths: number and numerical patterns		Maths: shape, space and measure	
In nursery...	In reception...	In nursery...	In reception...
Guidance linked to White Rose Maths <ul style="list-style-type: none"> <li>Join in singing numbers songs that involve numbers to 5.</li> <li>Begin to use numbers when playing</li> </ul>	White Rose Maths <ul style="list-style-type: none"> <li>Getting to know you- baseline (3 weeks)</li> <li>Match and sort</li> <li>Compare Amounts</li> <li>Introduce 1 2 3</li> </ul> EYFS Framework <ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> </ul>	Guidance linked to White Rose Maths <ul style="list-style-type: none"> <li>Recognising and naming colours</li> <li>Matching objects. (same, different)</li> <li>Sorting by colour, size and shape.</li> </ul>	White Rose Maths <ul style="list-style-type: none"> <li>Compare size, mass and capacity</li> <li>Exploring pattern</li> </ul> EYFS Framework <ul style="list-style-type: none"> <li>Compare length, weight and capacity.</li> <li>Continue, copy and create repeating patterns.</li> </ul>

## Autumn 1 - You, me and families

Key Skills			
Understanding the world: past and present		Understanding the world: people, cultures, and communities	
In nursery...	In reception...	In nursery...	In reception...
<ul style="list-style-type: none"> <li>• Talk about photographs of their families</li> <li>• Sequence family members by age and name (baby, child, adult)</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to talk about their life story and how they have changed</li> </ul>	<ul style="list-style-type: none"> <li>• Notice differences between people</li> <li>• Make connections between their family and the families of others</li> </ul>	<ul style="list-style-type: none"> <li>• To know the names of the other children in their class / group</li> <li>• Talk about members of their immediate family and community</li> <li>• Name and describe people who are familiar to them</li> <li>• Recognise the differences between themselves and their friends (appearance, likes/dislikes, families)</li> <li>• Where we live</li> </ul>

## Autumn 1 - You, me and families

Key Skills			
Understanding the world: the natural world		Understanding the world: expressive arts and design	
In nursery...	In reception...	In nursery...	In reception...
<ul style="list-style-type: none"> <li>• Explore materials using all their senses</li> <li>• Explore material with different properties (hard / soft)</li> <li>• Explore natural materials linked with autumn</li> <li>• Notice some simple signs of autumn</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about autumnal changes</li> <li>• Talk about the body parts using appropriate vocabulary</li> <li>• Observe changes in body and senses</li> </ul>	<ul style="list-style-type: none"> <li>• Learns some key phrases from familiar songs</li> <li>• Talk about the marks that they have made when drawing and painting</li> <li>• Being to use some shapes and lines when drawing and painting</li> <li>• Explore water and powder paint, with support</li> <li>• Explore blocks and construction sets</li> <li>• Begin to explore some simple percussion instruments Engage in some simple pretend play based on their own experiences</li> <li>• Explore different materials with support</li> <li>• Understand how to use glue to stick materials onto paper</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a range of familiar songs</li> <li>• Begin to use observation skills to draw things with increasing details (families, signs of autumn)</li> <li>• To independently make one colour of powder paint successfully</li> <li>• To explore different types of glue for a range of purposes</li> <li>• To begin to take on a different role in play</li> <li>• Begin to move in response to music</li> <li>• Use simple blocks and construction sets for a purpose</li> </ul>

## Autumn 2 – Then and Now

General Themes	Key texts	Activities	Vocabulary
<p>Guy Fawkes</p> <p>Pumpkins</p> <p>Remembrance Day</p> <p>Diwali/India</p> <p>Christmas</p> <p>Autumn</p> <p>Emergency services</p>	<p>Rama and Sita</p> <p>What is Diwali?</p> <p>Christmas Story</p> <p>Refuge</p> <p>Bible</p> <p>What do you do with a problem?</p> <p>The worrysaurus</p> <p>Ruby's worry</p> <p>Perfectly Norman</p> <p>There's a Pig up my Nose!</p> <p>Little Beauty</p> <p>Guy Fawkes</p> <p>Remembrance Day</p> <p>Where the Poppies now Grow</p> <p>Flo of the Somme</p> <p>The Little Hen</p> <p>Christmas truce</p> <p>The day war came</p> <p>Hanukkah</p> <p>Stick man</p> <p>The Tree</p> <p>Seasons and weather</p> <p>Florence Nightingale</p>	<p>Firework art printing/colour mixing</p> <p>Poppy art 3d/ Georgia O'keefe, Kandinsky</p> <p>Pumpkin observation and exploration</p> <p>Role play emergency services: Police, medics, vets</p> <p>Diwali party</p> <p>Find India on map Compare with BB</p> <p>Nativity</p> <p>Christmas card art</p>	<p>Diwali, Festival, diva lamp, Rama, Sita, Ravanna, mehndi, Rangoli. India, map, globe</p> <p>Jesus, God, Mary, Joseph, stable, Bethlehem, Myrrh, Frankincense, Gold, nativity, angel Gabriel, shepherd, kings. Saviour, proclamation, taxes</p> <p>Remembrance vocabulary</p>

## Autumn 2 – Then and Now

Key Skills					
Communication and Language		Personal, Social, and Emotional Development		Physical Development	
In nursery...	In reception...	In nursery...	In reception...	In nursery...	In reception...
<ul style="list-style-type: none"> <li>• Begin to understand simple questions</li> <li>• Continue to build up their repertoire of songs and rhymes.</li> <li>• Begin to join in with parts of very familiar stories.</li> <li>• Use 4 words when talking</li> <li>• Continue to learn to listen carefully in both small and large group situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a range of social phrases for use throughout the day</li> <li>• Know why it is important to listen in a range of different contexts</li> <li>• Share their ideas with their friends and a familiar adult</li> <li>• Begin to ask questions to find out more</li> <li>• Use taught vocabulary with growing confidence when playing and talking</li> <li>• Use past tense appropriately when talking about things that have happened</li> <li>• Use phrases from familiar texts when looking at the books independently.</li> <li>• Begin to pay attention to how rhymes and songs sound</li> <li>• Know that non-fiction books can be used to find out information</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to select and use some of their own resources.</li> <li>• Show more confidence in new situations such as performing in the Christmas play.</li> <li>• Begin to extend play ideas when playing with another child. Show a greater understanding of the Nursery rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Manage their own needs. <i>-Personal hygiene</i> <i>-toothbrushing</i></li> <li>• Build constructive and respectful relationships-sharing and cooperating with friends and other peers.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• See themselves as a valuable individual</li> <li>• Families, interests, culture, likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop large muscle movements in order to wave scarves and make marks.</li> <li>• Begin to use patterns of movements linked to music.</li> <li>• Begin to use scissors safely to make snips in paper with support</li> <li>• Be able to take off their coats and shoes with some support</li> <li>• Show greater independence in care needs</li> </ul>	<ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop their small motor skills so that they can use a range of tools competently, safely and confidently- hold pencil correctly, use scissors with some control and use a knife and fork independently.</li> </ul>

## Autumn 2 – Then and Now

Key Skills					
Literacy: comprehension		Literacy: word reading		Literacy: Writing	
In nursery...	In reception...	In nursery...	In reception...	In nursery...	In reception...
<ul style="list-style-type: none"> <li>• Begin to name some parts of a book.</li> <li>• Begin to engage in some conversations about the stories and books that they have heard.</li> <li>• Learn some new vocabulary linked to books and topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Use phrases from familiar texts when looking at the books independently.</li> <li>• Begin to pay attention to how rhymes and songs sound</li> <li>• Know that non-fiction books can be used to find out information</li> <li>• Begin to talk about characters from familiar books</li> </ul>	<ul style="list-style-type: none"> <li>• Realise that print carries meaning</li> <li>• Spot and suggest rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Set 1 sounds Group B</li> <li>• Read 25 set 1 sounds</li> <li>• Blend orally</li> <li>• Learn to blend – word time 1.1 to 1.4</li> <li>• Spell using Fred Fingers</li> </ul>	<ul style="list-style-type: none"> <li>• Add some marks to their pictures which represent words</li> <li>• Engage in pretend writing in their play</li> </ul>	<ul style="list-style-type: none"> <li>• Form capital letters correctly in words that are important to them e.g. family names</li> <li>• Form some recognisable letters</li> <li>• Begin to write simple labels and captions</li> </ul>

## Autumn 2 – Then and Now

Key Skills			
Maths: number and numerical patterns		Maths: shape, space and measure	
In nursery...	In reception...	In nursery...	In reception...
<p>Guidance linked to White Rose Maths</p> <ul style="list-style-type: none"> <li>• Begin to learn 1:1 principle</li> <li>• Recite numbers in order</li> <li>• Begin to understand the cardinal principle</li> <li>• Compare sets using more and fewer</li> </ul>	<p>White Rose Maths</p> <ul style="list-style-type: none"> <li>• Its me 1,2,3</li> <li>• Representing 1,2,3</li> <li>• Comparing 1,2,3</li> <li>• Composition of 1,2,3</li> <li>• Light and Dark</li> <li>• Representing numbers to 5</li> <li>• One more and less</li> </ul> <p>EYFS Framework</p> <ul style="list-style-type: none"> <li>• Subitise to 3</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> </ul> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p>	<ul style="list-style-type: none"> <li>• Begin to copy and make AB patterns</li> <li>• Use the language of size Begin to talk about the shapes they use when playing</li> <li>• Compare objects according to size, big, little, small, large</li> </ul>	<p>White Rose Maths</p> <ul style="list-style-type: none"> <li>• Circles and triangles</li> <li>• Positional language</li> <li>• Light and Dark</li> <li>• Shapes with 4 sides</li> <li>• Time</li> </ul>

## Autumn 2 – Then and Now

Key Skills			
Understanding the world: past and present		Understanding the world: people, cultures, and communities	
In nursery...	In reception...	In nursery...	In reception...
<ul style="list-style-type: none"> <li>Being to know that things were different before they were born</li> </ul>	<ul style="list-style-type: none"> <li>Use vocabulary such as in the past, a long time ago</li> <li>To know about figures from the past <a href="#">Guy Fawkes</a></li> <li>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class</li> <li><a href="#">Remembrance Day</a></li> </ul>	<ul style="list-style-type: none"> <li>Talk about their own experiences of celebrating</li> <li>Christmas</li> <li>Begin to be aware of how different cultures and people celebrate special times</li> <li>Talk about the lives of the people around them and their roles in society</li> </ul>	<ul style="list-style-type: none"> <li>Talk about how people celebrate Christmas around the world</li> <li>Talk about the features of different celebrations for different faiths</li> <li>Know why different people celebrate different things</li> </ul>

## Autumn 2 – Then and Now

Key Skills			
Understanding the world: the natural world		Understanding the world: expressive arts and design	
In nursery...	In reception...	In nursery...	In reception...
<ul style="list-style-type: none"> <li>• Begin to be aware of different countries in the world such as India</li> <li>• Begin to know that blue shows the sea and green shows the land on a map or globe.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to compare India to where we live – to know about features of world and earth</li> <li>• With support, find India and the UK on a world map or globe</li> <li>• Observe pumpkins.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember some songs in their entirety.</li> <li>• Play percussion instruments with increasing control. Engage in simple small world play based on their own experiences or stories that they have heard</li> <li>• Begin to create closed shapes when drawing and use them to represent objects with support Begin to join different materials such as hammers and nails with support</li> <li>• Begin to understand how much water is required to mix one colour of powder paint</li> <li>• Explore different materials with support</li> <li>• To show greater control when using a glue stick and glue spreader to stick materials to paper</li> </ul>	<ul style="list-style-type: none"> <li>• Starting to sing new songs as group, matching pitch and melody e.g. from Christmas play.</li> <li>• Perform to an audience</li> <li>• Begin to have an understanding of syllables.</li> <li>• To use black and white to change the shade of powder paint.</li> <li>• Explore a variety of construction materials and make a plan for what they want to make.</li> <li>• Engage in role play with peers and start to create their own narrative.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• To learn the names of different tools and techniques that can be used to create Art.</li> <li>• To experiment with creating different things and to be able to talk about their uses.</li> </ul>

## Spring 1 - Hot and Cold

General Themes	Key texts	Activities	Vocabulary
<p>Winter</p> <p>Arctic / Antarctic</p> <p>What would it be like to live in a frozen country?</p> <p>Animals in polar regions</p> <p>Who was Ernest Shackleton?</p> <p>Lunar New Year (especially its importance to Chinese people)</p>	<p>Jack Frost</p> <p><a href="https://youtu.be/xJBk9mJwkeI">https://youtu.be/xJBk9mJwkeI</a> It's my Turn</p> <p>The First Day of Winter</p> <p>Non fiction texts</p> <p>Arctic Explorers</p> <p>Animals in north and South Pole</p> <p>You Wouldn't Want to be on Shackleton's Polar Expedition!</p> <p>I am Actually a Penguin</p> <p>The Great Explorer</p> <p>North: The Amazing Story of Arctic Migration</p> <p>Poles Apart!</p> <p>Dragon books?</p> <p>C is for China</p> <p>Ruby's Chinese New Year</p> <p>Eyes That Kiss in the Corners</p> <p>One Snowy Night</p> <p>Can't You sleep Little Bear?</p>	<p>Melting ice experiments</p> <p>Making Chinese food and lanterns</p> <p>Making tea – boiling water</p> <p>Snow fun</p> <p>Map and globe exploration</p>	<p>North pole, South Pole, Arctic, Antarctic, freeze, melt, cool, warm, heat, iceberg, glacier, frost, frozen, penguin, polar bear.</p> <p>China, dragon, zodiac, chop sticks, terrain, climate</p> <p>Explore, challenge, perseverance</p>

## Spring 1 - Hot and Cold

Key Skills					
Communication and Language		Personal, Social, and Emotional Development		Physical Development	
In nursery...	In reception...	In nursery...	In reception...	In nursery...	In reception...
<ul style="list-style-type: none"> <li>• Use 4-6 words when talking Begin to enjoy listening to stories and begin to retell them</li> <li>• Continue to expand vocabulary Begin to understand why questions</li> <li>• Begin to use longer sentences when talking</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop their knowledge of subject specific and every day vocabulary</li> <li>• Talk about a range of objects and events in greater detail.</li> <li>• Share their thoughts and ideas with increasing confidence with a larger group</li> <li>• Begin to use future tense correctly when talking about things that are going to happen Retell the Super 6 stories using their own words and familiar phrases</li> <li>• Show an awareness of rhyming words in familiar rhymes and songs</li> <li>• Listen to and talk about familiar nonfiction books</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to join others in their play</li> <li>• Begin to show an understanding of how to solve conflicts</li> <li>• Show greater independence in selecting own resources and activities</li> <li>• Begin to talk about their emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Think about the perspectives of others.</li> <li>• Identify and moderate their own feelings socially and emotionally- staying calm in the face of frustration, taking turns, wait politely, tidy up after themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose the resources they need to complete a task and begin to use them safely.</li> <li>• Begin to show increased control on moving in different ways such as skipping, hopping, balancing, crawling, walking and running</li> <li>• Begin to be able to use one handed tools such as scissors for snipping with greater independence</li> <li>• Demonstrate greater control when using pencils Be increasingly independent in their own self care</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the overall body strength, coordination, balance and agility needed to engage successfully with future PE lessons.</li> <li>• Children to, spin, rock, tilt, fall, slide and bounce.</li> <li>• Combine different movements with ease and fluency- opportunities to move that require quick changes of speed and direction.</li> </ul>

## Spring 1 - Hot and Cold

Key Skills					
Literacy: comprehension		Literacy: word reading		Literacy: Writing	
In nursery...	In reception...	In nursery...	In reception...	In nursery...	In reception...
<ul style="list-style-type: none"> <li>Engage in loner conversations about the stories that they have had read to them</li> <li>Learn and remember some new vocabulary associated with the books that are read to them</li> <li>Use some of this vocabulary in their play</li> </ul>	<ul style="list-style-type: none"> <li>Retell familiar stories using their own words and familiar phrases</li> <li>Show an awareness of rhyming words in familiar rhymes and songs</li> <li>Listen to and talk about familiar nonfiction books based on appropriate themes</li> </ul>	<ul style="list-style-type: none"> <li>Being to recognise words that begin with with the same sound (orally)</li> <li>Begin to understand that print is read from left to right and top to bottom</li> </ul>	<ul style="list-style-type: none"> <li>Read 25 set 1 single letter sounds speedily</li> <li>Blend independently using Phonics Green Word cards – Word Time 1.1 to 1.4</li> <li>Spell using Fred Fingers</li> </ul>	<ul style="list-style-type: none"> <li>Begin to be able to copy some of their name</li> <li>Begin to able to use anti-clockwise actions and retrace vertical lines with guidance</li> </ul>	<ul style="list-style-type: none"> <li>Begin to combine words to write short phrases</li> <li>Spell words confidently using Fred Fingers</li> <li>Form letters with increasing accuracy</li> </ul>

## Spring 1 - Hot and Cold

Key Skills			
Maths: number and numerical patterns		Maths: shape, space and measure	
In nursery...	In reception...	In nursery...	In reception...
<p>Guidance linked to White Rose Maths</p> <ul style="list-style-type: none"> <li>Number and place value- numbers 1,2 and 3.</li> <li>Count to 1,2,3.</li> <li>Find 1,2,3 objects</li> <li>Look at the position of 1,2,3 on a number line.</li> <li>Recognise 1,2,3 numicon and on a dice.</li> <li>Subitising 1,2,3</li> <li>Representing 1,2,3 on a 5 frame</li> </ul>	<p>White Rose Maths</p> <ul style="list-style-type: none"> <li>Alive in Five • Introducing zero.</li> <li>Comparing numbers to 5</li> <li>Composition of 4 and 5</li> <li>Growing 6,7,8</li> <li>6,7,8</li> <li>Making pairs</li> <li>Combining 2 groups</li> </ul> <p>EYFS Framework</p> <ul style="list-style-type: none"> <li>Subitise to 5</li> </ul>	<ul style="list-style-type: none"> <li>Weight, comparing heavy and light items (heavy, heavier than, heaviest, light, lighter than, lightest)</li> <li>Compare shapes and use simple language to describe them, count the sides on shapes</li> </ul>	<p>White Rose Maths</p> <ul style="list-style-type: none"> <li>Alive in 5!</li> <li>Comparing mass</li> <li>Compare capacity</li> <li>Growing 6, 7, 8</li> <li>Length and height</li> <li>Time</li> </ul>

## Spring 1 - Hot and Cold

Key Skills			
Understanding the world: past and present		Understanding the world: people, cultures, and communities	
In nursery...	In reception...	In nursery...	In reception...
<ul style="list-style-type: none"> <li>Find out what a polar explorer does</li> <li>Begin to talk about their own life-story and family history</li> </ul>	<ul style="list-style-type: none"> <li>Talk about Ernest Shackleton and his polar exploration</li> <li>Compare Shackleton's ship with modern ice breaker ships</li> </ul>	<ul style="list-style-type: none"> <li>Share stories about how Chinese New Year is celebrated Know that people in different countries have different celebrations</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the similarities and differences between the Arctic, Antarctic and Bainbridge</li> <li>Learn about animals in polar regions</li> <li>Find out about how Lunar New Year is celebrated around the world including the UK</li> <li>Find China on a world map with help</li> <li>Find out how the lives of people in China are the same and different to ours</li> </ul>

## Spring 1 - Hot and Cold

Key Skills			
Understanding the world: the natural world		Understanding the world: expressive arts and design	
In nursery...	In reception...	In nursery...	In reception...
<ul style="list-style-type: none"> <li>Find the North Pole and the South Pole on globe with support</li> <li>Talk about the changes that happen when something melts or freezes</li> <li>Find out about, and name, some of the animals that live in the Arctic and Antarctic</li> <li>Talk about the weather in winter</li> </ul>	<ul style="list-style-type: none"> <li>Find and name the Arctic and Antarctic on a globe</li> <li>Talk about why something melts or freezes and the change that happen</li> <li>Make observations of the animals that live in the Arctic &amp; talk about what makes them special</li> <li>Begin to know the difference between a map and a globe</li> <li>Compare the weather in winter to the weather in Autumn</li> <li>Recognise the similarities and differences between the Arctic, Antarctic and Bainbridge</li> </ul>	<ul style="list-style-type: none"> <li>Sing a range of songs and nursery rhymes considering pitch and melody</li> <li>Continue to explore different instruments.</li> <li>Use own imagination to make up small worlds and simple storylines</li> <li>Explore a range of materials with independence</li> <li>Continue to develop their knowledge of how to join different materials, hammers and nails, tape and glue Begin to draw and paint using lines and shapes to represent objects</li> <li>Continue to explore colour mixing including making the paint lighter or darker</li> </ul>	<ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Move to music in time, thinking of space.</li> <li>Explore and engage in music making and have a simple understanding of a beat.</li> <li>Share creative ideas with peers and begin to work together, sharing skills.</li> <li>Start to create their own storylines that include peers.</li> <li>To draw a range of objects</li> <li>To use resources to create own props.</li> <li>Constructs with a purpose in mind, using a variety of resources.</li> <li>To use paints, pastels and other resources to create observational drawings.</li> <li>To be able to safely construct with a purpose and evaluate their designs.</li> </ul>

## Spring 2 - Celebrations

General Themes	Key texts	Activities	Vocabulary
Pancake day Mothering Sunday Easter Spring	The Big Pancake  The Magic Moment Ravi's Roar <a href="https://youtu.be/4Gs9D4SMCds">https://youtu.be/4Gs9D4SMCds</a> (& others in series) A Little Bit Brave Recipe books Bible	Making pancakes Making chocolate nests Easter egg hunt – make a map Mothering Sunday Card art Planting seeds Flower observations Making an Easter Garden	Ingredients, weigh, pour, fry, toss, shrove Tuesday, lent, melt, stir, mix, cool, set, Easter. Cross, crucifix resurrection.  Spring, daffodils, buds, blossom, growth germination

## Spring 2 - Celebrations

Key Skills					
Communication and Language		Personal, Social, and Emotional Development		Physical Development	
In nursery...	In reception...	In nursery...	In reception...	In nursery...	In reception...
<ul style="list-style-type: none"> <li>• Begin to enjoy listening to longer stories and be able to retell some of them</li> <li>• Begin to understand 2 part instructions with support</li> <li>• Continue to learn new songs and rhymes Use 4-6 words when talking</li> </ul>	<ul style="list-style-type: none"> <li>• Use taught vocabulary with confidence when talking and playing</li> <li>• Use vocabulary gained from books when talking and playing</li> <li>• Listen attentively in a greater range of contexts</li> <li>• Be able to talk about their thoughts and ideas using longer sentences</li> <li>• Begin to use a range of tenses when speaking</li> <li>• Talk about familiar stories in greater detail</li> <li>• Begin to suggest an appropriate rhyming word to complete a phrase from a familiar rhyme or song</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop their independence in selecting their resources and activities</li> <li>• Begin to accept responsibility for carrying out tasks in the setting</li> <li>• Begin to show more confidence with less familiar people who visit school Develop appropriate ways of being assertive</li> </ul>	<ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing- <i>being a safe pedestrian</i></li> <li>• Show resilience and perseverance in the face of challenge - develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a range of equipment for different purposes</li> <li>• Show confidence in putting own their own coat</li> <li>• Be able to use different ways of moving such as galloping, slithering etc Be able to balance on one leg</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>

## Spring 2 - Celebrations

Key Skills					
Literacy: comprehension		Literacy: word reading		Literacy: Writing	
In nursery...	In reception...	In nursery...	In reception...	In nursery...	In reception...
<ul style="list-style-type: none"> <li>Engage in longer conversations about the stories that they have had read to them Learn and remember some new vocabulary associated with the books that are read to them</li> <li>Use some of this vocabulary in their play</li> </ul>	<ul style="list-style-type: none"> <li>Talk about familiar stories in greater detail (character, settings)</li> <li>Begin to predict what might happen next in stories</li> <li>Begin to suggest an appropriate rhyming word to complete a phrase from a familiar rhyme or song</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand that print can have different purposes Show increasing knowledge of rhyme</li> </ul>	<ul style="list-style-type: none"> <li>Ditties PCM</li> <li>Set 1 Special Friends</li> <li>Read words with Special Friends – word time 1.5 and 1.6</li> <li>Read Word Times – 1.4</li> <li>Read 3-sound nonsense words</li> <li>Spell using Fred Fingers</li> </ul>	<ul style="list-style-type: none"> <li>Use 'writing' in their play showing an increasing awareness of where writing starts on a page Copy some of the letters from their name using some correct formation</li> </ul>	<ul style="list-style-type: none"> <li>Spell a range of words using single sounds and taught special friends</li> <li>Form letters with increasing accuracy</li> <li>Write simple phrases with increasing confidence, using Fred Fingers to help sound out words</li> </ul>

## Spring 2 - Celebrations

Key Skills			
Maths: number and numerical patterns		Maths: shape, space and measure	
In nursery...	In reception...	In nursery...	In reception...
<p>Guidance linked to White Rose Maths</p> <ul style="list-style-type: none"> <li>Number and place value- numbers 1,2 and 3.</li> <li>Count to 1,2,3.</li> <li>Find 1,2,3 objects</li> <li>Look at the position of 1,2,3 on a number line.</li> <li>Recognise 1,2,3 numicon and on a dice.</li> <li>Subitising 1,2,3</li> <li>Representing 1,2,3 on a 5 frame</li> </ul>	<p>White Rose Maths</p> <ul style="list-style-type: none"> <li>Building 9 and 10</li> <li>9 and 10</li> <li>Comparing numbers to 10 • Bonds to 10.</li> </ul> <p>EYFS Framework</p> <ul style="list-style-type: none"> <li>Count beyond ten.</li> <li>Compare numbers- 'more than', 'less than', 'fewer', 'the same as', 'equal to'</li> <li>Explore the composition of numbers to 10.</li> <li>Automatically recall number bonds for numbers 0–5 and some to 10</li> </ul>	<p>Guidance linked to White Rose Maths</p> <ul style="list-style-type: none"> <li>Use the language of height and length (longer, shorter, taller, shorter, wider, narrower)</li> <li>Compare objects by size and height</li> <li>Begin to name some shapes</li> </ul>	<p>White Rose Maths</p> <ul style="list-style-type: none"> <li>3d shape</li> <li>Pattern</li> </ul> <p>EYFS Framework</p> <ul style="list-style-type: none"> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul>

## Spring 2 - Celebrations

Key Skills			
Understanding the world: past and present		Understanding the world: people, cultures, and communities	
In nursery...	In reception...	In nursery...	In reception...
<ul style="list-style-type: none"> <li>Talk confidently about their personal experiences of cooking with families that happened in the past</li> </ul>	<ul style="list-style-type: none"> <li>Talk confidently about their personal experiences of cooking and planting using language of past and present.</li> <li>Talk about members of their immediate family and community.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to show an understanding that not all people or families are the same or celebrate things in the same way such as Easter</li> </ul>	<ul style="list-style-type: none"> <li>Find out how people with different beliefs celebrate</li> <li>Know that some places are special to people in their community</li> </ul>

## Spring 2 - Celebrations

Key Skills			
Understanding the world: the natural world		Understanding the world: expressive arts and design	
In nursery...	In reception...	In nursery...	In reception...
<ul style="list-style-type: none"> <li>• Begin to talk about how ingredients change when baking</li> <li>• Talk about some of the changes they notice in the environment in spring</li> </ul>	<ul style="list-style-type: none"> <li>• To know about and recognise the signs of Spring</li> <li>• To know about features of my own immediate environment and how they might vary from another.</li> <li>• To plant seeds</li> <li>• <a href="#">Walking</a></li> <li>• <a href="#">Forest Schools</a></li> <li>• <a href="#">The Tree</a></li> </ul>	<ul style="list-style-type: none"> <li>• Begin to show different emotions when painting</li> <li>• Begin to draw and paint with increasing complexity and detail Sings a range of songs and nursery rhymes considering pitch and melody</li> <li>• Continue to explore different instruments</li> <li>• Use own imagination to make up small worlds and simple storylines</li> <li>• Continue to develop their knowledge of how to join different materials, hammers and nails, tape and glue</li> <li>• Explore a range of materials with independence</li> </ul>	<ul style="list-style-type: none"> <li>• Choreograph dances in time to music.</li> <li>• Move in appropriate ways to accompany instruments e.g. creep to the sound of a maraca.</li> <li>• Use tools and techniques with increased care and precision.</li> <li>• Extend narratives within role play.</li> <li>• To mix a range of colours using a colour mixing chart.</li> <li>• To use a range of resources to create own props to aid role play.</li> <li>• To plan, carry out and evaluate and change where necessary.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• To identify and select resources and tools to achieve a particular outcome.</li> </ul>

## Summer 1 - Growing

General Themes	Key Texts	Activities	Vocabulary
<p>Life cycles: plants butterflies frogs mini/mega beasts chicks/pheasants? Dinosaurs Spring</p>	<p>Jack and the Beanstalk Jasper's beanstalk Stuck The Oak tree Are you a butterfly, spider? The very busy spider Hungry caterpillar Quiet cricket Farmer Duck There's a snake in my school</p>	<p>Planting out seedlings Talk from/visit a Vet Observe tadpoles and caterpillars Draw observations Snail trails Webs Butterfly symmetry Minibeast hunts Create a dinosaur world</p>	<p>Grow, seeds, plant, stem, leaves, shoots, roots germinate  Lifecycle, hatch,</p>

## Summer 1 – Growing

Key Skills					
Communication and Language		Personal, Social, and Emotional Development		Physical Development	
In nursery...	In reception...	In nursery...	In reception...	In nursery...	In reception...
<ul style="list-style-type: none"> <li>• Show greater confidence in retelling both familiar and longer stories</li> <li>• Be able to start a conversation with other children and adults</li> <li>• Begin to be able to use talk to organise themselves and their play Begin to understand two part instructions and questions</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to learn and use new vocabulary throughout the day</li> <li>• Narrate events and talk about previous events</li> <li>• Describe events in some detail</li> <li>• Use talk to help work out problems</li> <li>• Begin to ask questions to gain a better understanding / clarify their thinking</li> <li>• Begin to use connectives to connect their ideas when speaking</li> <li>• Talk about what might happen and how things work</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>• Begin to 'clap out' longer, interesting words in familiar rhymes and songs</li> <li>• Continue to explore non-fiction texts linked with new knowledge and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Increasingly follow the rules and understand why they are important Begin to play with more than one child</li> <li>• Extend own play ideas</li> <li>• Use talk to solve conflicts</li> </ul>	<ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing -<i>healthy eating</i></li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a dominant hand when reminded</li> <li>• Use a tripod grip when holding pens and pencils</li> <li>• To be able to put on their own coat and attempt to fasten it</li> <li>• Continue to explore different tools and begin to choose the right tool for a purpose with support</li> <li>• Be able to use sequences of movements linked to music</li> </ul>	<ul style="list-style-type: none"> <li>• Develop overall body-strength, balance, coordination and agility.</li> <li>• Further develop and refine a range of ball skills including:</li> <li>• throwing, catching, kicking, passing, batting, and aiming.</li> </ul>

## Summer 1 - Growing

Key Skills					
Literacy: comprehension		Literacy: word reading		Literacy: Writing	
In nursery...	In reception...	In nursery...	In reception...	In nursery...	In reception...
<ul style="list-style-type: none"> <li>Listen to and retell more complex stories</li> <li>Use these more complex stories to begin to learn a wider range of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Begin to 'clap out' longer, interesting words in familiar rhymes and songs</li> <li>Continue to explore non-fiction texts linked with new knowledge and vocabulary</li> <li>Sequence events from familiar stories</li> </ul>	<ul style="list-style-type: none"> <li>Begin to recognise some of the pictures associated with set 1 sounds</li> <li>Begin to listen carefully when some words are said in Fred talk</li> </ul>	<ul style="list-style-type: none"> <li>Red Ditty Books</li> <li>Review set 1 sounds (reading only)</li> <li>Read 4/5 sound words – word time</li> <li>1.6 &amp; 1.7</li> <li>Read 3/4 sound nonsense words</li> <li>Spell using Fred Fingers</li> </ul>	<ul style="list-style-type: none"> <li>Be able to write some of their name To be able to form some letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>Be able to form lower-case and some capital letters correctly</li> <li>To begin to write simple sentences that can be read by others</li> <li>Begin to spell some common exception words correctly</li> </ul>

## Summer 1 – Growing

Key Skills			
Maths: number and numerical patterns		Maths: shape, space and measure	
In nursery...	In reception...	In nursery...	In reception...
<p>Continue to develop the ability to subitise up to 5</p> <p>Gain accuracy with 1:1 correspondence when counting larger sets</p> <p>Consistently use the cardinal principle</p> <p>Show finger numbers to 5</p> <p>Begin to link numerals and amounts to 5</p>	<p>White Rose Maths</p> <ul style="list-style-type: none"> <li>To 20 and beyond</li> <li>Building numbers</li> <li>Beyond 10</li> <li>Counting patterns</li> <li>Beyond 10</li> <li>First Then Now</li> <li>Adding More</li> <li>Taking Away</li> </ul> <p>EYFS Framework</p> <ul style="list-style-type: none"> <li>Subitise (recognise quantities without counting) up to 10;</li> <li>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.</li> <li>Verbally count beyond 20, recognising the pattern of the counting system;</li> </ul>	<p>Guidance linked to White Rose Maths</p> <ul style="list-style-type: none"> <li>Properties of shapes using words such as straight, flat, round, curved etc.</li> <li>Simple positional language in on under up down across in front of behind on top of etc</li> </ul>	<p>White Rose Maths</p> <ul style="list-style-type: none"> <li>To 20 and Beyond</li> <li>Spatial Reasoning</li> <li>Match, rotate</li> <li>Manipulate</li> <li>First Then Now</li> <li>Spatial Reasoning</li> <li>Compose and decompose</li> </ul> <p>EYFS Framework</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p>

## Summer 1 - Growing

Key Skills			
Understanding the world: past and present		Understanding the world: people, cultures, and communities	
In nursery...	In reception...	In nursery...	In reception...
		<ul style="list-style-type: none"> <li>Show an interest in different occupations (farmers, vets, zookeepers?)</li> </ul>	<ul style="list-style-type: none"> <li>To use non-fiction books to look at plants in our local environment.</li> </ul>

## Summer 1 - Growing

Key Skills			
Understanding the world: the natural world		Understanding the world: expressive arts and design	
In nursery...	In reception...	In nursery...	In reception...
<ul style="list-style-type: none"> <li>Understand the differences between plants and animals Know about the lifecycle of a frog/butterfly /sunflower</li> <li>Plant and care for bean plants with support</li> <li>Know the name of some of the parts of a plant</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about the life cycle of a frog/butterfly/sunflower, using appropriate vocabulary</li> <li>Talk about how we can care for plants and animals where we live</li> <li>Know the names of parts of a plant and talk about how a plant grows</li> <li>Talk about the seasons change and how this impacts on when things grow</li> <li>Compare the difference between autumn, winter and spring. Explore the natural world around them, making observations and drawing pictures of animals and plants</li> </ul>	<ul style="list-style-type: none"> <li>Explore how instruments can be used to express different feelings</li> <li>Make up their own songs based on a familiar one</li> <li>Show greater independence in using powder paint to the correct consistency</li> <li>Explore colour mixing with support</li> <li>Continue to draw with greater complexity and detail</li> <li>Begin to show emotions when drawing</li> <li>Begin to develop more complex stories</li> <li>Develop own ideas about which materials to use and what to make</li> <li>Develop own ideas and choose own materials and joining methods</li> </ul>	<ul style="list-style-type: none"> <li>Create collaboratively and share ideas, resources and skills. Adapt their own work to make it even better.</li> <li>Problem solve and reflect on their designs and creations.</li> <li>Encourage children to choregraph their own dances in time to music.</li> <li>Independently use tools and techniques to increased care and precision.</li> <li>To role play, taking the ideas of others in to account.</li> <li>Develop patience and dealing with conflicts when creating narratives with peers. To use their knowledge of colours mixing to mix a range of colours.</li> <li>To use what they have learnt about media and materials in an original way and be able to explain their choices.</li> <li>Selects appropriate resources and adapts work where necessary.</li> <li>To know the different uses and purposes of a range of media and materials.</li> <li>To be able to safely construct with a purpose and evaluate their designs.</li> </ul>

## Summer 2 – On the Move

General Themes	Key texts	Activities	Vocabulary
<p>Travel to space Neil Armstrong Vehicles now and then – boats and cars Pirates</p> <p>Summer Sea creatures/Seaside environment picnics</p>	<p>Mr Gumpy's Motor Car Mr Gumpy's Outing Whatever Next!</p> <p>Astro Girl Suzy Orbit, Astronaut The Pirate Tree</p> <p>Billy's Bucket Mr Archimedes Sam's Sandwich Giant Jam sandwich Teddy Bear's picnic Rainbow Fish Tiddler</p>	<p>Sports Day</p> <p>Make a paddling pool Shadows Build a rocket Pirate role play Pick blackcurrants and make jam Make picnic food Bike ride Bolton Hall 2-5 miles</p>	

## Summer 2 – On the Move

Key Skills					
Communication and Language		Personal, Social, and Emotional Development		Physical Development	
In nursery...	In reception...	In nursery...	In reception...	In nursery...	In reception...
<ul style="list-style-type: none"> <li>Show confidence in talking about a variety of stories Use a good range of vocabulary Show greater confidence in understand two part instructions and questions Show greater confidence in understanding why questions</li> <li>Be able to express a point of view Engage in conversation with both adults and children</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear when being read to and in whole class</li> <li>discussions</li> <li>Make comments about what they have heard and ask questions to clarify their understanding</li> <li>Participate in discussions in a range of different contexts</li> <li>Offer explanations for why things might happen using learned vocabulary</li> <li>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 support</li> </ul>	<ul style="list-style-type: none"> <li>Play in a group extending play ideas Remember the rules without an adult needing to remind them</li> <li>Show an understanding of how others are feeling</li> </ul>	<ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Show a preference for a dominant hand</li> <li>Use a tripod grid when holding pens and pencils</li> <li>Be able to put on their own shoes</li> <li>Choose the right resources to carry out a task and use them safely</li> <li>Be able to choose the correct physical skill to match a task</li> <li>Be able to use and remember sequences of movements when moving to music</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve different sized balls.</li> <li>Introduce children to balls games with teams, rules and targets.</li> <li>Further develop the skills they need to manage the school day successfully: -lining up and queuing (patience, turn-taking and self-control when they need to line up and wait</li> <li>-mealtimes</li> <li>Begin to show accuracy and care when drawing.</li> <li>To form letters accurately and with speed.</li> </ul>

## Summer 2 – On the Move

Key Skills					
Literacy: comprehension		Literacy: word reading		Literacy: Writing	
In nursery...	In reception...	In nursery...	In reception...	In nursery...	In reception...
<ul style="list-style-type: none"> <li>Listen to and retell more complex stories</li> <li>Use these more complex stories to begin to learn a wider range of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>Anticipate – where appropriate – key events in stories</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to recognise some of the pictures associated with set 1 sounds</li> <li>Begin to listen carefully when some words are said in Fred talk</li> </ul>	<ul style="list-style-type: none"> <li>Green</li> <li>Read set 2 sounds and Phonics Green Words</li> <li>Read set 1 Phonics Green Words and build speed</li> <li>Read nonsense words</li> <li>Spell using Fred Fingers</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to write their name</li> <li>To form some letters correctly</li> <li>To use some letters in their early writing when playing</li> </ul>	<ul style="list-style-type: none"> <li>Write short sentences that can be read by others.</li> <li>Use a capital letter and full stop when writing sentences.</li> <li>Re-read their writing to check that it makes sense.</li> <li>Spell a range of common exception words correctly</li> </ul>

## Summer 2 – On the Move

Key Skills			
Maths: number and numerical patterns		Maths: shape, space and measure	
In nursery...	In reception...	In nursery...	In reception...
<ul style="list-style-type: none"> <li>Continue to develop the ability to subitise up to 5</li> <li>Gain accuracy with 1:1 correspondence when counting larger sets</li> <li>Consistently use the cardinal principle</li> <li>Show finger numbers to 5</li> <li>Begin to link numerals and amounts to 5</li> <li>Count actions</li> </ul>	<p>White Rose Maths</p> <ul style="list-style-type: none"> <li>Find my pattern</li> <li>Doubling</li> <li>Sharing and grouping</li> <li>Even and odd</li> <li>On the move</li> <li>Deepening understanding</li> <li>Patterns and relationships</li> </ul> <p>EYFS Framework</p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> </ul>	<p>Guidance linked to White Rose Maths</p> <ul style="list-style-type: none"> <li>Select shapes for a purpose</li> <li>Capacity, comparison of full, empty and half full containers</li> <li>Begin to sequence events, use first, then , next and last</li> <li>Explore measuring time</li> </ul>	<p>White Rose Maths</p> <ul style="list-style-type: none"> <li>Find my pattern</li> <li>Spatial Reasoning</li> <li>Visualise and Build</li> <li>On the Move</li> <li>Spatial Reasoning</li> <li>Mapping</li> </ul>

## Summer 2 – On the Move

Key Skills			
Understanding the world: past and present		Understanding the world: people, cultures, and communities	
In nursery...	In reception...	In nursery...	In reception...
<ul style="list-style-type: none"> <li>• Begin to understand about some significant moments in history, such as the first man on the moon</li> <li>• Begin to understand that some things were different a long time ago, eg cars</li> </ul>	<ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to understand some of the differences between different people and communities</li> <li>• Explore other occupations, astronauts</li> </ul>	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>• 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</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps.</li> </ul>

## Summer 2 – On the Move

Key Skills			
Understanding the world: the natural world		Understanding the world: expressive arts and design	
In nursery...	In reception...	In nursery...	In reception...
<ul style="list-style-type: none"> <li>Begin to show an interest in exploring how things work and why things happen, eg floating and sinking, magnets</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Understand some important processes and changes in the natural world around them,</li> <li>including the seasons and changing states of matter.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of instruments to express their feelings and ideas</li> <li>Create own songs</li> <li>Show greater independence in using powder paint to the correct consistency</li> <li>Explore colour mixing with the support Continue to draw with complexity and detail</li> <li>Begin to show emotions when drawing</li> <li>Develop more complex storylines in their play Use imagination in using an object to represent something else when playing</li> <li>Develop own ideas about which materials to use and what to make</li> <li>Develop own ideas and choose own materials and joining methods</li> </ul>	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>Share their creations, explaining the process they have used</li> <li>Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher</li> <li>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.</li> </ul>