Radcliffe Primary School Curriculum Overview – EYFS Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Focus	Marvellous Me	Let's Celebrate	The Big Freeze	Let it Grow	Rumble In the Jungle	Once Upon A Time
Lead Question	Who Lives In My House?	How do we celebrate?	Where does snow come from?	What will happen if I plant this seed?	What is a jungle?	Who Might You Meet in A Fairytale?
Quality Text	• Nursery Rhymes • What Makes Me a Me? • Guess How Much I Love You? • Blue Monster Wants It All • Elmer • Mr Big • Kipper's Birthday • The Colour Monster • Giraffes Can't Dance	• Scarecrow's wedding • Peppa's Diwali • Father Christmas Needs A Wee • The Smelly Sprout • Light The Lights (Hannukah) • The Jolly Christmas Postman • Stick man • Funny bones • Meg and Mog • Winnie The Witch • Dipal's Diwali	• A Little Bit of Winter • One Snowy Night • Elmer in the Snow • Lost and Found • The Gruffalo's Child • Snow Bears • Tiger in the Snow • Polar Bear, Polar Bear, What Do You Hear? • The Emperor's Egg • The North Pole and The South Pole	• Jack and the Beanstalk • Jasper Beanstalk • The Tiny Seed • Oliver's Vegetables • The enormous turnip. • Titch • The Ugly Ducking • The Very Hungry Caterpillar • Non- fiction books about plants and growing	• Rumble in the jungle • Monkey puzzle • Tall • The Mixed UP Chameleon • Night Monkey Day Monkey • Where the wild things are • Non fiction books about wild animals • The Slightly Annoying Elephant	• Rapunzel • The Three Little Pigs • Jack and the Beanstalk • The Enormous Turnip • Rumpelstiltskin • Cinderella
Wow Starter	Birthday party for Kipper	Halloween party with traditional games.	Save animals trapped in ice	"Beanstalk" and Giant's feet appeared in class	Jungle themed animals in provision	Fantasy Dress Up Ball (fairy tales and superheroes)
Enrichment	• First-hand experiences- making cards, cakes etc. • Family photos in the home corner. • Real crockery. • What do I want to be When I grow up video for parents	• Making Diwa lamps. • Food tasting from different cultures. • Decorating Christmas trees/classrooms. • Nativity production. • Lolly stick Star of David.	• Painting ice • Rescuing animals from ice. • Fake snow (expandable)	• Growing beans • Growing a variety of fruit and vegetables. • Making fruit smoothies • Fruit kebab repeating patterns • Printing with fruit and veg	• Tents and explorer box. • Patterned material to represent animals. • Tropical fruit tasting.	• Range of dress up opportunities • Celebratory ball • Puppet theatre •
Outdoor Learning	Develop movement. Climb confidently.	Climbing over/under Moving in different ways	Taking part in group activities which they make up themselves. Develop overall body strength, balance, co-ordination and agility.	Planting vegetables Making cress heads	Tents and den building to survive in the jungle.	Performance stage Construction building carriages and castles etc
British Values	• Individual liberty • Mutual respect	• Tolerance. • Mutual respect.	• Tolerance • Rule of Law • Mutual respect	• Mutual respect. • Tolerance • Rules of law	• Mutual respect • Tolerance	• Individual liberty • Mutual respect •
PSED	• Class rules and routines • Supporting children to build relationships. • Dreams and goals. • How are we different?	• Form good relationships with others • Elaborate on play ideas. • Sit and listen consistently.	• Class rules and routines • Manage their own needs (personal hygiene)	• **Nursery:** Shows empathy and concern for people who are special to them by partially matching others'	• **Nursery:** Shows some understanding that other people have perspectives, ideas and needs that are	• **Nursery:** Is beginning to co-operate in favourable situations, such as with familiar people and environments

		• Become more confident in new contexts.	• **Nursery:** grow in independence, rejecting help. • Learn to use the toilet with help then independently. • Establish their sense of self (know name, family members, important people, age). • Is gradually learning that actions have consequences but not always consequences that the child hopes for. • **Reception:** Identify and modify their own feelings socially and emotionally. • Shows confidence in speaking to others about own needs, wants, interests and opinions in familiar groups. • Shows perseverance in carrying out a chosen activity. • Has a clear idea about what they want to do in their play and how they want to go about it. • Is able to manage feelings and tolerate situations in which their wishes cannot be met.	feelings with their own. • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has a similar interest. • Knows their name, their preferences and interests and is becoming aware of their unique abilities • Responds to the feelings of others, showing concern and offering comfort**Reception:** Is proactive in seeking adult support and able to articulate needs and wants. • Takes steps to resolves conflicts by negotiating and finding a compromise. • Shows confidence in choosing resources and perseverance in carrying out a chosen activity. • Attempts to repair a relationship or situation where they have caused upset. • Is aware of behavioural expectations and is sensitive to ideas of justice and fairness. •	different to theirs (eg turn a book to face you so you can see it) • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions. • May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions. • Expresses the self aware emotions of pride, embarrassment and other feelings. • **Reception:** Represents and recreates what they have learnt about social interactions. • Is increasingly social skilled and will take steps to resolve conflict with other children by negotiating and finding a compromise. • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination. • Seeks ways to manage conflict, e.g. through holding back, negotiation and compromise.	when free from anxiety. • Shows empathy and concern for people who are special to them by partially matching other' feelings with with their own. • Is gradually learning that actions have consequences but not always the consequences the child hopes for. • Participates in more collective co-operation as their experience of routines and understanding of some boundaries grows. • **Reception:** • Seeks way to manage conflict, for example, through holding back, sharing, negotiation and compromise. • Work and play co-operatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others needs. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

					• ELG: Explain reasons for rules, know right from wrong and try to behave accordingly. • Show sensitivity to their own and others needs. • Be confident to try new activities and show independence, resilience and perseverance.	• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Explain reasons for rules, know right from wrong and try to behave accordingly.
CAL (Listening, Attention and Understanding)	• Listening to different stories and retelling parts of it. • Books about families, bodies and celebrations. • Listening to others.	• **Nursery:** Answer who/where/ what questions. • Listen to different songs and rhymes. • **Reception:** Wait and take turns in conversation. • Listen to and follow simple instructions. • Engage in story times.	• **Nursery:** Listen to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations. • Listens with interest to noises that adults make when they read stories. • Shows interest in play with sounds, songs and rhymes. • **Reception:** Listens to familiar stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not be absorbed by activity.	• **Nursery:** Recognises and responds to many familiar sounds • Shows interest in play with sounds, songs and rhymes • Identifies action words by following simple instructions. • Developing understanding of simple concepts (e.g. fast/slow big/little) • **Reception:** Shows variability in listening behaviour. • Can listen and do. • Understands questions such as who, why, when, where and how. • Understands complex sentence structures including negatives, plurals and tense markers. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion.	• **Nursery:** Listens with interest to the noises adults make when they read stories. • Single channelled attention; can shift to a different task if attention fully obtained. • Beginning to understand more complex sentences (e.g. put your toys away and then sit on the carpet) • **Reception:** Shows variability in listening behaviour; may move around and fiddle but still be listening. • **ELG:** Listen attentively and respond to what they hear with relevant questions, comments and actions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversations when engaged in back and forth	• **Nursery:** Listens with interest to the noises adults make when they read stories. • Single channelled attention; can shift to a different task if attention fully obtained. • Beginning to understand more complex sentences (e.g. put your toys away and then sit on the carpet). • Identifies action words by following simple instructions. • Understands who, what, where in simple questions. • **Reception:** Shows variability in listening behaviour; may move around and fiddle but still be listening. • Able to follow a story without pictures or props. • **ELG:** Listen attentively and respond to what they hear with relevant questions, comments and actions.

					• exchanges with teacher and peers. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words.	• Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversations when engaged in back and forth exchanges with teacher and peers. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words.
CAL (Speaking)	• Speaking in clear sentences. • Early Talk Boost (amber children aged 3 & 4) • Retelling a past event (e.g. a special family occasion).	• **Nursery:** Link words together to form a sentence. • Share ideas and feelings using talk. • Early Talk Boost • **Reception:** Listen to and talk about stories heard. • Use talk to help organise thoughts. • Say how you feel using talk.	• **Nursery:** Early Talk Boost intervention. • Beginning to ask simple questions • Beginning to talk about people and things that are not present. • Uses longer sentences. • **Reception:** Beginning to use more complex sentences (and, because). • Question why things happen and give explanations (who, what, when, where, how). • Beginning to use a range of tenses (play, playing, played) • Extends vocabulary by grouping and name. • Uses talk to pretend that objects stand for something else in play.	• **Nursery:** Early Talk Boost intervention. • Uses language to share feelings, experiences and thoughts. • Holds a conversation jumping from topic to topic. Uses gestures, sometimes with limited talk. • **Reception:** Talks more extensively about things which are important to them. • Builds up vocabulary which reflects the breadth of their experiences. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention.	• **Nursery:** Early Talk Boost Intervention. • Uses a variety of questions • Uses longer sentences • Beginning to use word endings (e.g. cats) • **Reception:** Uses talk to organise, sequence and clarify thinking, feelings and events. • Introduce a storyline or narrative into their play. • ELG: Participate in small group, class and one to one discussions, offering their ideas. • Expresses their ideas and feelings about experiences using full sentences, past and present tenses, conjunctions.	• **Nursery:** Early Talk Boost intervention. • Use language to share feelings, experiences and thoughts. • Use a variety of questions. • Uses talk to explain what is happening and anticipate what might happen next. • **Reception:** Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • ELG: Participate in small group, class and one to one discussions, offering their ideas. • Expresses their ideas and feelings about experiences using full sentences, past and present tenses, conjunctions.
PD (Gross Motor Skills)	• Run, jump and hop. • Climb stairs using alternate feet. • Climb over, under and through obstacles.	• **Nursery:** Run, jump and hop. • Climb stairs using alternate feet.	• **Nursery:** Changes position from standing to squatting and then sitting with little effort.	• **Nursery:** Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy	• **Nursery:** Begins to walk, run and climb on different levels and surfaces.	• **Nursery:** Sits comfortably on a chair with both feet on the ground.

	• Move appropriately in different ways.	• Use toilet independently. • **Reception:** Climb over, under, through obstacles. • Move appropriately in lots of ways.	• Shows interest, dances and sings to music, rhymes and songs, imitating movement of others. • Runs safely on whole foot. • Begins to walk, run and climb on different levels and surfaces. • Jumps up in the air with both feet leaving the floor and jump forward into a small space. • Sits comfortably on a chair with both feet on the ground. • **Reception:** Can balance on one foot or in a squat momentarily, shifting body weight to improve stability. • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can grasp and release with two hands to throw and catch a large ball, bean bag or object. • Travels with confidence over, under, through balancing and climbing equipment	and starts to catch a large ball by using two hands and their chest to trap it. • Begins to understand and choose different ways of moving. • Sits up from lying down, stands up from sitting and squats with readiness to rest or play with object on the ground and rises to feet without using hands. • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride. • **Reception:** Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	• Jumps up into the air with both feet leaving the floor and can jump forward a small distance. • May be beginning to show preference for a dominant hand and/or leg/foot. • Begins to recognise danger and seeks support form significant adults. • Develops some independence in self care and shows awareness of routines. • **Reception:** Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. • ELG: Negotiates space and obstacles safely, with consideration for themselves and others. • Demonstrate strength and co-ordination when playing. • Move energetically such as running, dancing, hopping skipping and climbing.	• Climbs up an down stairs by placing both feet on each step while holding a handrail for support. • Moves in response to music or rhythms played on instruments such as drums or shakers. • **Reception:** Chooses to move in a range of ways, moving freely and with confidence, making changes to body shape, position and pace of movement such as slithering. Shuffling, rolling, crawling, walking, running, jumping skipping, sliding and hopping. • ELG: Negotiates space and obstacles safely, with consideration for themselves and others. • Demonstrate strength and co-ordination when playing. • Move energetically such as running, dancing, hopping skipping and climbing.
PD (Fine Motor Skills)	• Show preference for dominant hand. • Daily toothbrushing. • Ready, Steady, Write daily. • Show good pencil control	• **Nursery:** Show preference for dominant hand. • Ready, Steady, Write. • **Reception:** Show good pencil control • Use cutlery and one handed equipment. • Ready, Steady, Write.	• **Nursery:** When holding crayons and chalks makes connections with movement and the marks they make. • Turns pages in a book, sometimes several at once.	• **Nursery:** Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers and mark making tools.	• **Nursery:** Turns pages in a books, sometimes several at once. • Holds mark making tools with thumb and all fingers. • May be beginning to show preference	• **Nursery:** Hold mark making tools with thumb and all fingers. • Shows increasing control in holding, using and manipulating a range of tools and objects such as

			• Holds mark making tools, with thumb and all fingers. • Ready, Steady, Write • **Reception:** Begins to form recognisable letters independently. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. • Uses an anticlockwise movement to retace vertical lines. • Ready, Steady, Write	• May be beginning to show preference for dominant hand and/or leg/foot. • Hands start to operate independently during a task that uses both, with each hand doing something different at the same time. • **Reception:** Shows a preference for a dominant hand. • Begins to form recognisable letters independently. • Uses simple tools to effect changes to materials. • Begins to use anticlockwise movement and retrace vertical lines.	for dominant hand and/or leg/foot. • May be beginning to show preference for dominant hand and/or leg/foot. • **Reception:** Begins to form recognisable letters independently. • Shows preference for a dominant hand. • ELG: Hold a pencil effectively in preparation for fluent writing, using tripod grip. • Begins to show accuracy and care when drawing. • Manage own basic hygiene and personal needs including dressing, going to the toilet and healthy food choices.	tambourines, jugs, hammers and mark making tools. • **Reception:** Uses simple tools to effect changes to materials. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. • ELG: Hold a pencil effectively in preparation for fluent writing, using tripod grip. • Begins to show accuracy and care when drawing. • Manage own basic hygiene and personal needs including dressing, going to the toilet and healthy food choices.
Literacy (Comprehension)	• Joining in with rhymes and repeated refrains. • Establish rules of print – front to back, left to right, top to bottom. • Use pictures to retell or sequence a story. • Use new vocabulary, modelled appropriately.	• **Nursery:** Develop play around props. • **Reception:** Retell key events in stories. • Recall facts from non-fiction. • Talk about what has happened so far.	• **Nursery:** Repeats and uses actions, words and phrases from familiar stories. • Fills in missing word or phrase in a known rhyme, story or game. • **Reception:** Describe main story settings, events and principal characters in increasing detail. • Recall and discuss stories or information.	• **Nursery:** Begins to join in with actions and sounds in familiar songs and book sharing experiences. • **Reception:** Describes main story settings, events and principal characters. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading. • Re-enacts and reinvents stories they have heard in their play.	• **Nursery:** Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Talks about principal characters and events in stories and suggests how the story might end. • Fill in the missing word or phrase in a well knows rhyme, story or game. • **Reception:** Is able to recall and discuss stories or information that has been read to them, or they have read to themselves.	• **Nursery:** Fills in missing word or phrase in a known rhyme, story or game. • Enjoys rhythmic and musical activity with percussion instruments, actions rhymes and songs, clapping along with the beat and joining in with the words of familiar songs and nursery rhymes. • **Reception**: Is able to recall and discuss stories or information that has been read to them, or they have read to themselves. • Is able to recall and discuss stories or information that has

						been read to them, or that they have read to themselves. • Describes main story settings, events and characters in increasing detail.
Literacy (Word reading)	• **Nursery**: I can notice print e.g. familiar logos, bus numbers, my name/ first letter. • **Reception:** I can orally segment single sound CVC words. • Say initial sounds in most words.	• **Nursery**: Join in with familiar stories, rhyme and songs. • Notice rhyme and clap syllables. • Phase 1 Phonics. • **Reception**: * set 1 sounds taught RWI • Blending sounds together. • Blend/segment CVC. • Read captions.	• **Nursery**: Joins in with actions and sounds in familiar song and book sharing experiences. • Begins to recognise familiar logos from children's popular culture, commercial print. • **Reception:** beginning to develop phonological and phonemic awareness. • Reads some set 1 green words. • Includes everyday literacy artefacts in play (labels, instructions, signs, envelopes)	• **Nursery:** Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps • Fills in the missing word or phrase in a known rhyme, story or game. • **Reception:** Begins to link sounds to some frequently used digraphs. • Begin to recognise some written names of peers, siblings or mummy/daddy. • Uses developing knowledge of letters and sounds to read simple, phonetically decodable words and simple sentences.	• **Nursery:** Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps • **Reception:** Begins to read some high frequency words and use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. • ELG: 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. • Say a sound for each letter in the alphabet and at least 10 digraphs.	• **Nursery:** Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps • Fills in the missing word or phrase in a known rhyme, story or game. • **Reception:** Begins to read some high frequency words and to use developing knowledge of letters and sounds to read simple, phonetically decodable words and simple sentences. • ELG: 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. • Say a sound for each letter in the alphabet and at least 10 digraphs.
Literacy (Writing)	• **Nursery**: Develop play around props. • Join in with familiar stories, rhyme and songs. • **Reception:** Write some initial sounds. • Write own name.	• **Nursery:** Large mark making. • Toy Talk for blending and segmenting. • Apply some print knowledge. • Write first letter of name.	• **Nursery:** Begins to understand the cause and effect of their actions in mark making. • Enjoys the sensory experience of making mark.	• **Nursery:** Distinguishes between different marks they make. • Enjoys the sensory experience of making marks • Begins to write first name.	• **Nursery:** Distinguishes between different marks they make. • Enjoys drawing and writing on paper, on screen and on different textures such as in sand,	• **Nursery:** Distinguishes between different marks they make. • Enjoys drawing and writing on paper, on screen and on different textures such as in sand,

		• **Reception:** write simple labels and captions. • Write CVC words and labels. • Write some upper and lower case letters correctly. • Say a simple sentence for writing.	• Enjoys drawing and writing on paper, on screen and different texture such as sand or playdough and touch screen technology. • **Reception:** Give meaning to drawings and paintings. • Begins to make letter type shapes to represent initial sound of their name and other familiar words. • Enjoys creating texts to communicate meaning for wide range of purposes. • Use phonic knowledge to hear and say initial sounds in words/ segment and blend.	• **Reception:** Gives meaning to the marks they makes as they draw, write, paint and type. • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence. • Show s interest on letters on a keyboard, identifying the initial letter of their name and other words.	playdough and through using touch screen technology. • **Reception:** Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences. • ELG: Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing with letters or a letter. • Write simple phrases and sentences which can be read by others.	playdough and through using touch screen technology. • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves. • **Reception:** Starts to develop phonics knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as their own name. • ELG: Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing with letters or a letter. • Write simple phrases and sentences which can be read by others.
Maths (Number)	• **Nursery:** Count in play. • React to changes in amounts. • Compare sizes. • **Reception:** Show numbers to 5 using resources. • Match numeral and quantity to 5. • Say one number name for each item. • Subitise to 3. • Solve simple number problems to 5.	• **Nursery**: Recite to 5 and beyond. • Subitise to 2. • **Reception**: Count to 5 using different resources. • Match numeral and quantity to 5. • Subitise to 3. • Start to show how numbers can be made up differently. •	• **Nursery:** Says some counting words. • Begins to say numbers in order, some of which are in the right order. • Beginning to compare and recognise changes in numbers of things using words like more, lots or same. • **Reception:** Subitise to four and maybe five. • Show awareness that numbers are made up of smaller numbers, partitioning in different ways. • Recite numbers from 0 to 10 (and beyond)	• **Nursery:** Beginning to count on their fingers. • Beginning to notice numerals. • In everyday situations takes or gives two or three objects from a group. • **Reception:** Begins to conceptually subitise larger numbers by subitising smaller groups within the number. • Counts out up to 10 objects from a larger group. Matches the numeral with the	• **Nursery:** Begins to say numbers in order, some of which are in the right order. • In everyday situations, takes or gives two or three objects from a group. • Beginning to notice numerals. • Explores differences in size, length, weight and capacity. • **Reception:** Counts out up to 10 objects	• **Nursery:** Beginning to notice numerals. • Begins to say numbers in order, some of which are in the right order. • Beginning to compare and recognise changes in numbers of things, using words like more, lots or same. • **Reception:** Begins to conceptually subitise larger numbers by subitising smaller groups within the number.

			forwards and backwards. • Counts up to 5 items recognising that the last number said represents the total counted so far (cardinal principle).	group of items to show how many are there (up to 10)	from a larger group. • Estimate numbers of things, showing understanding of relative size. • ELG: Have a deep understanding of number to 10 including composition of each number, subitise to 5. • Automatic recall number bonds to 5 and some to 10, including double facts.	• In practical activities, adds one and subtracts one with numbers to 10. • ELG: Have a deep understanding of number to 10 including composition of each number, subitise to 5. • Automatic recall number bonds to 5 and some to 10, including double facts.
Maths (Numerical patterns)	• **Nursery:** Notice patterns. • React to change in amounts. • Combine shapes and objects. • **Reception:** Count to 5 reliably. Count beyond 5. • Compare quantities using non standard vocabulary. • Continue and copy patterns.	• **Nursery:** spot and talk about patterns. • Use time vocabulary. • Use shapes for building and think about properties • **Reception**: rote count to 10. • Find 1 more/less using resources. • Compare manipulatives (eg. smaller/bigger) • Copy, continue, create patterns.	• **Nursery:** Become familiar with patterns in daily routines. • Chooses puzzles pieces and tries to fit them in. • Enjoys filling and emptying containers. • **Reception:** Spot patterns in the environment, identify the pattern "rule." • Choose familiar objects to create and recreate beyond AB. • Enjoy composing and decomposing shapes. • Make simple maps of familiar &imaginative environments using landmarks. • Use spatial language including giving directions.	• **Nursery:** Explores differences in size, length, weight and capacity. • Beginning to understand some talk about immediate past and future. • Recognises when two objects have the same shape. • **Reception:** Increasingly confident at outing numbers in order 0 – 10. • Enjoys reciting numbers from 0-10 (and beyond) and back. • Investigates flipping and turning objects to make shapes fit and create models.	• **Nursery:** Responds to special and positional language. • Explores how things look from different viewpoints including things which are near or far away. • Joins in and anticipates repeated sound and action patterns. • **Reception:** Increasingly confident at putting numbers in order 0-10. • Spots patterns in the environment, beginning to identify the pattern "rule." • Enjoys making simple maps of familiar and imaginative environments with landmarks. • ELG: Verbally count beyond 20. • Compare quantities to 10 in	• **Nursery:** Beings to say numbers in order, some of which are in the right order. Is interested in what happens next using the pattern of everyday routines. • Beginning to anticipate times of the day such as mealtimes and hometimes. • Beginning to talk about immediate past and future. • Responds to some space and positional language. • **Reception:** Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat. • Increasingly confident at putting numbers in order 0-10. • ELG: Verbally count beyond 20. • Compare quantities to 10 in different

					• different contexts including greater than, less than, same as. • Explore and represent patterns within numbers to 10 – double facts and equal distribution.	• contexts including greater than, less than, same as. • Explore and represent patterns within numbers to 10 – double facts and equal distribution.
UW (Past and Present)	• Talk about what they do/ have done with their families. Retell. • Discuss favourite games now and our parents favourite games as a child (Home/school link - learn an old playground game)	• **Nursery:** Talk about myself and my immediate family. • **Reception:** Talk about personal changes. • Talk about family, people in community and their roles. • Talk about what seen in pictures of the past. • Aware of the past linked to myself and family.	• **Nursery:** Remembers and talks about significant events in their own experience. • **Reception:** Talk about past and present events in their own life and in the lives of family members.	• **Nursery:** Is interested in photographs of themselves and other familiar people and objects • **Reception:** Talk about past and present events in their own life and in the lives of family members. • Looks closely at similarities, differences, patterns and change in nature	• **Nursery:** Learns that they have similarities and differences that connect them to and distinguish them from others. • **Reception:** ELG Talk about the people around them and their roles in society. • Know some similarities and differences between things in the past and now. • Understand through settings, characters and events encountered in books read in class and storytelling.	• **Nursery:** Has a sense of own family and relations and pets. • **Reception:** Talks about past and present events in their own life and in lives of their family members. • ELG Talk about the people around them and their roles in society. • Know some similarities and differences between things in the past and now. • Understand through settings, characters and events encountered in books read in class and storytelling.
UW (People, Culture and Communities Technology)	• Identifying family: names and their relationship. • Name and describe people who are familiar to them. • Retell a special event such as a birthday party.	• **Nursery:** Talk about different occupations and job roles. • Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them. • **Reception:** make detailed observations using senses. • Explore natural world. • Talk about how different people celebrate. • Use stories and pics to talk about differences about life in other countries.	• **Nursery:** Interested in photos of themselves and familiar people and objects. • Has a sense of own immediate family and relations and pets. • Beginning to have own friends. • Seeks to require basic skills in turning on and operating some digital equipment. • **Reception:** Know that children do not always enjoy the same things. • Recognise and describe significant events in their own	• **Nursery:** Beginning to have their own friends • Learns that they have similarities and differences that connect them to and distinguish them from others. • Plays with water to investigate "low technology" such as washing and cleaning. • Uses pipes, funnels and other tools to transport water from one place to another	• **Nursery:** Learns that they have similarities and differences that connect them to and distinguish them from others. • Operates mechanical toys • Plays with water to investigate "low technology" such as washing and cleaning. • **Reception:** Knows that children do not always enjoy the same things and is sensitive to this.	• **Nursery:** IN pretend play, imitates everyday actions and events from own family and cultural background. • **Reception:** Knows similarities and differences between themselves and others and, among families, communities, cultures and traditions. • Enjoy joining in with family customs and routines.

		• Uses ICT Hardware to interact with age appropriate computer software.	experience (Christmas, New Year) • Enjoy joining in with family customs and routines. • Show interest in different occupations and ways of life indoors and outdoors. • Develops digital literacy skills by being able to access, understand, interact with a range of technologies.	• **Reception:** Knows that other children do not always enjoy the same things and are sensitive to this. • Show interest in different occupations and ways of life indoors and outdoors. • Completes a simple programme on electronic devices. • Develops literacy skills by being able to access, understand and interact with a range of technologies.	Uses ICT hardware to interact with age appropriate computer software. • Completes a simple program on electronic devices. • ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Knows some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class.	• ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Knows some similarities and differences between different religious and cultural communities in this country, drawing on 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 maps.
UW (Natural World)	• Navigate classroom and outdoor space. • Treasure hunt looking for different named objects. • Look at where you live – what do you see on your way to school? • Look at changes in the weather/ trees etc (Autumn link)	• **Nursery:** talk about natural materials using vocabulary linked to all senses. • **Reception**: describe what I see, hear and feel outside. • Talk about area I live in. • Talk about forces I feel / differences in materials.	• **Nursery:** Can talk about things that they have observed such as plants, animals, natural and found objects. • Enjoys playing with small world reconstructions, building on first hand experiences. • Developing and understanding of growth, decay and changes over time. • **Reception**: Talk about the features of their own immediate environment and how environments might vary from one another. • Make observations of animals and plants and explain why some things occur, talk about changes.	• **Nursery:** Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life. • Notices detailed features of objects in their environment. • **Reception:** Comments and asks questions about aspects of their familiar world • Developing an understanding of growth, decay and changes over time. • Begin to understand the effect their behaviour can have on the environment. • Looks closely at similarities,	• **Nursery:** Can talk about some of the things that they have observed, such as plants, animals, natural and found objects. • Notices detailed features of objects in their environment. • **Reception:** ELG explore the 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	• **Nursery:** Notices detailed features of objects in their environment. • Shows care and concern for living things and the environment. • **Reception:** Makes observations of animals and plants and explains why some things occur and talks about changes. • ELG explore the world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and

				differences, patterns and change in nature	• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	contrasting environments • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
EAD (Creating with Materials)	• Self portraits • Junk modelling houses. • Build models and use them as props in children's play. • Colour mixing with paint. • Autumn printing.	• **Nursery**: Use different art materials and refining work. • Remember and sing a range of familiar songs. • Explore different sounds made. • **Reception:** Use various tools for artwork and design. • Select own materials. • Tell others what artwork is. • Recreate familiar stories.	• **Nursery:** Joins in singing songs. • Creates sounds by rubbing, shaking, tapping, striking or blowing. • Uses various construction materials – joining pieces, stacking vertically and horizontally, balancing and making enclosures. • **Reception:** Use various construction materials. • Uses tools for a purpose. • Begins to build a collection of songs and dances. • Continues to move in a range of ways.	• **Nursery:** Uses 2d or 3d structures to explore materials and/or express ideas • Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression. • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects • **Reception:** Begins to build a collection of songs and dances. • Makes music in a range of ways. • Develops an understanding of using lines to enclose a space and begins to use drawing to represent actions and objects	• **Nursery:** Uses 3D and 2D structures to explore materials and/or to express ideas. • Joins in singing songs. • Enjoys and responds to playing with colour in a variety of ways, eg combining colours. • **Reception:** Begins to build a collection of songs and dances. • Makes music in a range of ways. • ELG safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the processes they have used. • Make us of props and materials when role playing characters in narratives and stories.	• **Nursery:** Creates sounds by rubbing, shaking, tapping striking or blowing. • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects. • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them. • **Reception:** Develops their own ideas through experimentation with diverse materials • ELG safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the processes they have used. • Make us of props and materials when role playing characters in narratives and stories.

EAD (Being Imaginative and Expressive)	• Exploring different songs – especially sing and response plus Nursery Rhymes. • Tapping out rhythms, using musical instruments.	• **Nursery**: engage in simple pretend play. • **Reception**: Recount and retell familiar stories. • Role play imaginary scenarios. • Sing popular songs. • Listen and respond to sounds. • Sing with others.	• **Nursery:** Sings to self and makes up simple songs. • Experiments and creates movement in response to music, stories and ideas. • **Reception:** Creates representations of both imaginary and real-life ideas, events, people and objects • Uses available resources to create props or creates imaginary ones to support play.	• **Nursery:** Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations. • Creates rhythmic sounds and movements. • **Reception:** Creates representations of both imaginary and real life ideas, events, people and objects. • Introduces a story or narrative into their play. • Chooses particular movements, instruments etc for their own imaginative purposes.	• **Nursery:** Begins to make believe by pretending using sounds, movements words objects • Beginning to describe sounds and music imaginatively • **Reception:** Creates representations of both imaginary, real life ideas, events, people and objects. • ELG 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 try to move in time with music.	• **Nursery:** Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations. • Creates rhymthmic sounds and movements. • **Reception:** Responds imaginatively to art works and objects. • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. • ELG 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 try to move in time with music.
Additional focus:	• Make healthy choices (teeth, food, drink • Using cutlery appropriately.	• Make healthy choices (teeth, food, drink • Using cutlery appropriately.	• Chinese New Year (1.2.22) • Tooth brushing • Orthodox Christmas (6.1.22) • AA Milne (18.1.22) • International Lego Day 28.1.22)	• Usually dry and clean during the day. • Shows understanding of good practices in relation to exercise, eating, drinking water, hygiene. • Practices appropriate safety measures without supervision.	• Mother's Day (27.3.22) • St Patrick's Day (17.3.22) • St David's Day (1.3.22)	• Father's Day (19.6.22)