



EYFS Policy

January 2023

Date reviewed	January 2023
Governors approved	March 2023
Date of next review	January 2024



Article 3 (UNCRC) All adults should do what is best of you. When adults make decisions, they should think about how their decisions will affect children.

Article 4 (UNCRC) The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 12 (UNCRC) You have the right to give your opinion, and for adults to listen and take it seriously.

Article 28 (UNCRC) You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29 (UNCRC) Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Context

We are a one form entry school which includes one nursery class. Our nursery offers morning provision for children who are aged 3 - 4 years. Parents apply for a nursery place through the school (see admissions policy). Pupils who wish to attend our reception class must apply through BCP admissions procedure to secure a place.

Our Early Years setting consists of a maintained nursery and reception class. The classes share a large open plan base with a secure outdoor area which is led by a qualified teacher, HLTA and 2 teaching assistants. The nursery offers 15 hours of Government free funding to pupils who are aged 3. We provide a morning session each day from 8.50 am - 12 pm. We have one reception class, which is led by a qualified teacher and supported by a Teaching Assistant. Additional support is organised on an annual/termly basis depending on the learning needs of the cohort. The reception class starts at 8.50 am and finishes at 3.30 pm. Both Teaching Assistants in Early Years are qualified in Paediatric First Aid.

Transitions

We highly value the need for children's transitional journeys to be smooth, supported and gradual and individualised. Transition processes start before children enter our Nursery through to the transition into Reception and then year 1. They include:-

- New Parent Induction meetings
- Home Visits, All About Me! Booklet
- Parent consultations
- Pre-school groups
- Staff visiting pre-school settings if required
- Induction sessions

We feel it is important to listen to parents/carers and value all they have to say regarding their child. All information is sought sensitively and parent/carers reassured as to its confidentiality. The parents/carers right to refuse a home visit is respected.

Induction for Nursery and Reception

When you are allocated a place at Bearwood Primary and Nursery school we will begin a series of induction processes that provide you and your child with a smooth and informative transition into our school.

Below details an overview of the transitional processes we provide for **Nursery** children:

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- A guided visit around the setting
- A home visit/zoom call if requested
- A settling session where the parent/carer can stay with their child

Below details an overview of the transitional processes we provide for **Reception** children:

Autumn Term	Open days for families considering applying for a place
April/May	Once your child's place has been accepted we write to you with a range of dates for you and your child to come and visit the school
June	Parent Welcome induction evening: insight into life in our Reception, meet the class teacher, parent pack given with forms needed to be completed (medical, contacts, health, allergies...)
June	New pupils are invited to attend 2 stay and play sessions with parents
July	Changeover morning
September	Teacher /parent/child meetings in school before the children are full time.
November	Parent Consultations
Throughout the year	Parent workshops, Jigsaw, Literacy, number, play, fiddly fingers

Aims

At Bearwood Primary School and Nursey we aim to provide a happy and caring school, where children feel secure, welcome and valued. Our purpose is to ensure that "Every Child really does matter" and "deserves the best possible start in life and support to fill their true potential" (Early Years Foundation Stage Framework). We achieve these aims by ensuring our Early Years provision is a place where children's uniqueness is valued, where all children want to be, where they feel safe and nurtured. We want our children to be confident and persevere, using failings

and disappointments as stepping stones to success. Parent partnerships are active and highly valued and the experienced team constantly strive for excellence.

We believe that:

Children need security, love, friendship, encouragement, motivation, stimulation, praise and consideration for their individuality.

In the early years children learn best through first-hand experience and need a stimulating environment to help develop lively, imaginative, enquiring minds.

Children learn naturally through play. It is a process through which children explore, investigate, recreate and come to understand their world.

Children should be allowed to develop knowledge, confidence, self-esteem, independence, self-discipline, individuality, responsibility, perseverance, co-operation and social awareness in order to achieve their potential.

Children benefit from Positive Partnerships between home and school. Mutual respect and dialogue will ease the transition from home to Nursery and Nursery to school and support children's future learning.

Guidance

At Bearwood we use the guidance from the following documents to underpin our curriculum, pedagogy, aims, environment, teaching, planning and assessment:

The Early Years Foundation Stage Framework July 2021

Development Matters July 2021

2021 Early Years Foundation Stage: Assessment and Reporting Arrangements

Four guiding principles

We believe that four guiding principles should shape practice in early years settings. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Our Curriculum offer.

Our curriculum offer is based around the needs of our children (which can differ year upon year depending on the specific cohort) and coverage of the 7 areas of learning illustrated below.

PRIME AREAS

Personal, Social and Emotional Development  	<ul style="list-style-type: none">• Making relationships• Self-confidence & self awareness• Managing feelings & behaviour
Physical Development    	<ul style="list-style-type: none">• Moving & handling• Health & self-care
Communication and Language   	<ul style="list-style-type: none">• Listening & attention• Understanding• Speaking

SPECIFIC AREAS

Literacy   	<ul style="list-style-type: none">• Reading• Writing
Maths   	<ul style="list-style-type: none">• Number• Shape, Space & Measure
Understanding of the World    	<ul style="list-style-type: none">• People & Communities• The World• Technology
Expressive Arts & Design   	<ul style="list-style-type: none">• Exploring & Using media & materials• Being Imaginative

Planning

We believe that excellent teaching and learning is achieved through providing children with a mixture of child initiated play based activities, adult led activities, high quality modelling, high quality questioning and an environment which allows for meaningful exploration which embeds

learning and provides first hand experiences. Weekly plans map out provision for continuous provision, maths, maths mastery, phonics, reading, literacy, knowledge and understanding and skills.

Continuous Provision

Our children have access to high quality, play based learning through out each day. Indoor and outdoor activities are planned to impact progression where there are gaps in children's learning, impact vocabulary and provide a focus on developing critical thinking. We work with a 'what and why' ethos, ensuring that all activities and all areas of the environment have a clear purpose and enhance a specific skill set or area of learning.

Long Term plans

Each year we look at the coverage of the skills and knowledge needed to make our children 'Year 1 ready' ensuring they have the solid foundation needed to make the successful transition into Key Stage 1. Delivery of the skills and knowledge change each year depending on the interests of the children in a specific cohort and the gaps in learning that need to be addressed.

(see Appendix 1 for The Curriculum Offer 2022/2023)

Reading and phonics

At Bearwood School and Nursery we understand the importance of embedding a love of reading at an early age. We immerse our children in good quality texts from nursery and books are central to all our learning.

We encourage the love of reading at home as well as in school through our 'Bed time Books' provision for children to take home to share with their families.

Phonics is taught systematically from the first week of term. We follow the Letters and Sounds structure and use 'Little Wandle' resources and lessons. Phase 1 activities, which are designed to build up skills in rhyming, rhythm and blending, are an integral part of Nursery key group work, continuous provision and Reception phonics sessions. When children have learnt the first set of sounds they will take home a phonically decodable book which matches their sound knowledge. Parents are encouraged to read with their child each day and this book will be changed once a week. Teachers run workshops face to face and via zoom to inform parents what their child has been learning and how to support reading at home. Children also receive a writing pack and sound cards to promote learning at home and the love of reading and writing.

Characteristics of Effective Learning

The Early Years Foundation Stage framework values that children develop through the seven areas of learning and development at different rates. How well they develop can be determined by how successfully they engage with other people, their environment and how self motivated

they are as a learner. This engagement underpins learning and development across all areas and highlights how effective and engaged the child is as a learner. This is known as the Characteristics of Effective Learning and there are 3 key areas the table below demonstrates the learning skills a child needs to develop in order to become a successful learner

Characteristics of Effective Learning	Skills being developed
Playing and Exploring	Engagement: Finding out, having a go, being willing, connecting known ideas, pretending & taking a risk
Active Learning	Motivation: Concentration, focus, persistence, enjoyment, effort, attention to detail, satisfaction in reaching goals
Creating and thinking critically	Thinking: Problem solving, creating own ideas, planning, selecting resources equipment, adapting & reviewing

Assessment

We believe that to ensure that each child achieves their potential it is essential that teachers constantly assess the needs of the individual child. This is achieved through observing each child during child led and adult led activities to assess if a child is able to apply the knowledge and skills they have learnt. We collect evidence in individual learning journals, through formal tracking and through communication with parents.

When children enter Reception, we make a baseline assessment in each of the 7 areas of learning to decide if a child is on track to achieve their Early Learning Goal in each area at the end of the year. A child will be assessed as 'off track' if they are showing gaps in their learning.

We believe that it is the teacher's responsibility to carefully track children's progress and if a child is not making expected progress in a certain area, it will be identified and acted upon in order to enable each child to succeed. At Bearwood School and Nursery we use 'Progress reports' to track each child who is 'off track' and these form the bases of biweekly meetings with SLT and teachers.

Parents will be informed of children's progress regularly through out the year and receive a formal report at the end of the year indicating if their child is at the expected level in each area of learning, this is called the EYFS Profile

Early Years Foundation Stage Profile

At the end of the Reception teachers have to provide a summary of every child's attainment against the EYFS Early Learning Goals. This is known as the EYFS Profile. The Learning Journal, teachers' observations, tracking documents and the use of Brom Com Tracker creates this final assessment. This EYFSP information will indicate whether a child is still developing towards these expectations but still need more time (Emerging) or they are in line with national expectation of 5 year olds (Expected) This is shared with parents in the summer term in the form of a paper report, combined

with a brief overview that illustrates each child's strengths. The information in the EYFS Profile report is also communicated with the Years 1 teachers during transition to ensure they have a clear understanding of the individual needs of each child in the class and areas of learning which may need supporting or extending.

Supporting 'off track' children.

Our skilled teachers will plan in modelling activities during continuous provision, use high quality questioning, plan daily interventions for specific children, use assessment tools such as WELCOM and NELI for Speech and Language concerns and reach out to outside agencies for support in order to ensure good progress is made by all children.

Monitoring and Evaluation

Monitoring is used to provide an overview of the continually developing Early Years provision at Bearwood Primary and Nursery School. Evaluation of provision and pupil outcomes informs future action planning, target setting and CPD opportunities, this ensures the highest standards of provision.

Monitoring and evaluation is carried out in a variety of ways including: -

- Data analysis: cohort, individual and vulnerable groups
- Action planning that is led from the data findings and feeds into the School Single Plan.
- Self-review: learning walks
- Peer reviews as part of Hamwic reviews
- Book reviews, including planning
- Overview of planning
- Moderation activities, across Hillary Partnership, Local Authority and Cluster
- Lesson observations including Teaching Assistants
- Questionnaires and discussions with staff, parents and pupils
- Staff Appraisal

The Foundation Stage Leader oversees the quality of provision in the Nursery and Reception in liaison with the Headteacher, Governors, Senior Leadership and Senco.

Inclusion and Special Educational Needs.

Early Years pay high regard to the SEN and Inclusion Policy.

The SENCo has the following role for the whole school including Nursery and Reception children.

- Early identification

- Liaison with multi-agencies
- Completing referrals
- Organising training where needed
- Educational, medical or behavioural plan reviews

Early identification of children who have additional learning needs is supported through visits to pre-school settings and discussions with parents, pre-school providers and the Early Years Advisory Team and careful observations by class teachers.

Equal Opportunities

Early Years pays due regard to the Equal Opportunity Policy and the Equalities Plan

Health and Safety (See Health and Safety Policy)

All staff adhere to the school's Health and Safety Policy. In Early Years we aim to develop awareness within our children of their responsibility towards Health & Safety, such as Health & Safety monitors for outdoor play, carry scissors appropriately, sun safety and Stranger Danger.

The Welfare Requirements

We follow the Statutory Welfare Requirements that focus on Safeguarding & Promoting children's welfare; Child Protection, Suitable people, Staff qualifications, training, support and skills, Key person, Staff: child ratios, Health, Managing behaviour, Safety and suitability of premises, Environment and equipment, Special Educational Needs, Information and records. The joint review with the Local Authority Childcare Officer ensures we meet the guidance set out in the Statutory Framework. **Review**

This is a working document which we hope gives an insight into the day-to-day workings of our Early Years Foundation Stage and the rationale on which they are based. The policy will be reviewed in the line with the date, usually every other year unless there are Government changes.

Judith Ramsay

Early Years Leader

APPENDIX 1 - Oak base - Curriculum Offer - Big Picture Plan – 2022/23

Areas of Learning	Autumn 1 I am special	Autumn 2 Great Bearwood Bake off!	Spring 1 Proud Of Poole	Spring 2 Down on the Farm	Summer 1 Around the world	Summer 2 Off to the beach
Events/foci in addition to children's initial interests and fascinations.	<p>Transition Baseline Building secure relationships between children and adults Modelling and embedding routines</p> <p>I am special (celebrations/all about me</p> <p>Mapping(classroom) Parents come in for a tour with the children School Tour</p>	<p>Autumn Walk – Week 1 Halloween Bonfire Night World Nursery Rhyme Week Divali Christmas Hanukkah</p> <p>Autumn (weather / seasons) Harvest Great Bearwood Bake off</p>	<p>Winter Walk – Week 1 New Year Resolutions Revisiting routines and expectations. Lunar New Year Valentine's Day</p> <p>Where do I live? Mapping (Bearwood/ Community /Poole/Uk)</p> <p>Winter (weather/ seasons)</p>	<p>Spring Walk – Week 1 Easter</p> <p>Chicks/Butterflies</p> <p>Beatrix Potter (historical figure and artist)</p> <p>Spring (weather/ seasons) Farm visit Growing</p>	<p>Local Walk to Canford Park Sang</p> <p>Mapping(comparing different countries and environments Ghana/Africa</p>	<p>Transition to Y1 Trip to the</p> <p>Eric Carle - artist</p> <p>Summer (weather/ seasons) Seaside/ Oceans</p> <p>Who made the areoplane?</p>
PSSED Texts	<p>Bing goes to bed Bing goes to the toilet Bing routine stories While we can't hug Worrysaurus I don't want to wash my hands</p>	<p>Ruby's Worrays Oh No George Would you like a banana – Yasmeen Ismail</p>	<p>The Koala that could This is our house, Micheal Rosen</p>	<p>Babara throws a wobbler – Nadia Shireen</p> <p>Almost anything – Sophy Henn</p>	<p>My name is not refugee- Kate Milner</p> <p>It's a no money day Kate Milner</p>	<p>Bing goes to school</p> <p>Rainbow fish – Marcus Pfister</p>
Expressive arts texts	Mix it up	Leaf Man		Peter Rabbit – Beatrix Potter		The seahorse Eric Carle
Traditional Tales	Gingerbread man	Little Red Hen Goldilocks and the 3 Bears	3 Billy Goats 3 Little Pigs	Chicken Licken Jack and the Beanstalk	Ugly duckling	Elves and the shoemaker

Main Literacy Texts	Bear hunt – Michael Rosen We're going on a monster hunt Malorie Blackman Naughty Bus	Peck, Peck , Peck.. Lucy Cousins Olivers Veg Olivers Fruit Ready for Spaghetti	Alphonse , there is mud on the ceiling – Daisy Hurst One Snowy Night Two Homes – Claire Masurel	Jaspers Beanstalk Farmer Duck Yucky worms – Vivian French	Leopards drum Anansi the spider Anna Hibiscus stories	Commotion in the Ocean There are fish everywhere Hey water – Antoinette Portis
Songs and Rhymes	5 little speckled frogs 5 little ducks 5 little men 5 in the bed	The Wheels on the Bus Zoom zoom zoom Row Row Row your boat	Humpty Dumpty Old macdonald Baa baa black sheep	Ten in the bed Farmer in the den Ten green bottles Little Bunnies	Miss polly had a dolly Twinkle Twinkle Hickory Dickory Dock	Pupils choice
Educational Programme	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Communication and Language	I know how to say a sentences of four to six words I know how to join up a sentence with words like 'because', 'or', 'and' I know how to use future and past tense. I can answer simple 'why' questions? I know how to listen carefully and why listening is important. I can listen carefully to rhymes and songs, paying attention to how they sound. I know rhymes, poems and songs. I can use social phrases. I can engage in storytimes.	I know new vocabulary. I use new vocabulary in different contexts. I can use new vocabulary through the day. I can ask questions to find out more and to check they understand what has been said to them. I can articulate my ideas and thoughts in well-formed sentences. I can connect one idea or action to another using a range of connectives. I know and use social phrases. I know the different between a fiction and non-fiction books. I know rhymes, poems and songs.	I know and can describe events in some detail. I use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. I can engage in storytimes. I can listen to and talk about stories to build familiarity and understanding. I know how to retell the story, including story language and the sequence of a text. I listen carefully to rhymes and songs, paying attention to how they sound.	I know new vocabulary and use it in context. I can use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. I know how to ask questions to find out more. I can connect one idea or action to another using a range of connectives. I know how to retell the story, including story language and the sequence of a text. I know features of a non-fiction books. I can listen to and talk about non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.	I can articulate their ideas and thoughts in well-formed sentences. I can connect one idea or action to another using a range of connectives. I know how to engage in story times. I listen to and talk about stories sharing my understanding. I can retell the story, with a deep familiarity. I can use new vocabulary in different contexts. I can engage in non-fiction books.	I can describe events in some detail. I know how to ask questions to find out more and to check I understand what has been said. I can articulate my ideas and thoughts in well-formed sentences. I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. I know rhymes, poems and songs.

Curriculum Goals	Can formulate a simple , coherent, compound sentence using and /or/because Can verbally share my story lines with peers whilst playing Can formulate and answer a simple question Can recite a selection of taught nursery rhymes Can listen carefully during group, 1;1 and whole class situations Can verbalise ideas whilst playing		Can formulate a coherent, compound sentence using new vocabulary with understanding Can express storylines and negotiate with peers Can ask a question to retrieve further information Can recite known rhymes with intonation and show awareness of repeated language patterns Can respond showing understanding Can evaluate ideas and use talk to solve problems and negotiate		Can talk about themselves and experiences in detail ,using compound sentences, correct tenses and a rich range of vocabulary Can apply a rich range of vocabulary to retell stories, engage in non fiction and talk about stories Can use repeated language patterns(rhymes, poems and songs) in roleplay, small world and written story lines Can respond showing a deep understanding using a rich range of vocabulary. Can talk in detail about how and why things work	
Vocabulary	Story fiction nonfiction rhymes poems listen speak talk Because and or question answer why what		How problem next rhythm pattern repeat		Vocab appropriate to content	
Educational Programme	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Personal, Social and Emotional	I can play alongside others. I take part in pretend play in a range of roles. I can negotiate solutions to conflicts in their play. I know I am a valuable individual. I can build constructive and respectful relationships. I know how to express my feelings and can consider the feelings of others.	I can build constructive and respectful relationships. I can express their feelings and consider the feelings of others. I can identify and moderate their own feelings socially and emotionally. I can think about the perspectives of others. I can manage their own needs. E.g. Personal hygiene	I know how to express their feelings and consider the feelings of others. I can show resilience and perseverance in the face of challenge. I can identify and moderate my own feelings socially and emotionally. I can think about the perspectives of others. I can manage their own needs. • Personal hygiene	Text: I can show resilience and perseverance in the face of challenge. I know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine • being a safe pedestrian	Text: I can express my feelings and consider the feelings of others. I can show resilience and perseverance in the face of challenge. I can think about the perspectives of others.	Text: I know I am a valuable individual. I know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine

	I can manage my own needs. Eg Personal hygiene					• being a safe pedestrian
Curriculum Goals	Can toilet independently and wash hands Can recognise and say when they are upset, happy, hurt or need help Can identify how my peers are feeling Can identify foods that keep them healthy		Can take off and put on jumpers, shoes and coats independently Can explain how they are feeling and say why Can understand how their behaviour can impact others Can understand that sleep, regular activity and tooth brushing keep their bodies healthy Can identify when they are feeling disappointed, frustrated and discouraged		Can dress and undress all garments independently Can regulated own feelings by using a variety of strategies independently Can alter their behaviour to be sensitive to the needs of others and different social contexts Can say why sleep, healthy food, regular activity and tooth brushing keeps their bodies healthy Can understand challenges and demonstrate not giving up.	
Vocabulary	Healthy food fruit balance vegetable water wash soap toilet feeling Vocab related to feeling		Disappointed discouraged frustrated fail challenge persevere behaviour sleep active regular daily screen time body teeth brushing		Calming calm down dress undress change new choice	
Educational Programme	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives ⁷ . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence					
Physical Development Including PE, Gross & Fine Motor Skills	I know the skills I need to manage the school day successfully: • lining up and queuing • mealtimes I can use my core muscle strength to achieve 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. Suggested tools: pencils for drawing and writing, paintbrushes	Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes I know how to hold my pencil correctly. I know how to use scissors and a knife and fork correctly. Combine different movements with ease and fluency. Use their core muscle strength to achieve a good posture when	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Dental Hygiene Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance,	Develop the foundations of a handwriting style which is fast, accurate and efficient. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Combine different movements with ease and fluency.	Develop the foundations of a handwriting style which is fast, accurate and efficient. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Use their core muscle strength to achieve a good posture when

	Revise and refine the fundamental movement skills they have already acquired: walking, jumping, running, hopping, skipping Recognise and show rolling, kicking and throwing a ball	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. Suggested tools: scissors, knives, forks and spoons. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, jumping, climbing	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	gymnastics, sport and swimming.	Progress towards a more fluent style of moving, with developing control and grace.	sitting at a table or sitting on the floor. Progress towards a more fluent style of moving, with developing control and grace.																																																																																																
Curriculum Goals	Can sit for a sustained period using correct posture on the carpet Can sit for a sustained period using correct posture at the table Can hold scissors using the correct hold and use snipping action Can make a mark using paintbrushes, pencils, pens of different shape and sizes Can hold a tool and saw effectively Can hold a pencil using tripod hold and early stages of pincer hold Can roll, throw and kick a ball without control		Can cut a straight-line using scissors Can hold a pencil using a pincer grip and draw curved and straight lines. Can hold knife and fork and cut food effectively Can pedal, and push a scooter effectively. Can roll, throw and kick a ball with control Can balance on steppingstones and wooden planks		Can cut a curved shaped Can hold pencil with pincer grip and form most letters using correct orientation Can use different equipment involving balancing, core strength and co ordination Can catch and throw different sized balls Can jump, roll, twist, hop, run and balance using different equipment																																																																																																	
Vocabulary	Sit posture hold snip thumb fingers strength knife fork cut spread push pull saw balance wobbly roll, throw, kick up/down		Straight line throw kick balance core grate backwards forwards pedal		Hop jump twist throw aim pincer target flexible																																																																																																	
Educational Programme	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).																																																																																																					
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LWL&S Phonics Progression																																																																																																						

LWL&S Reading Programme	<p>I know individual letters by saying the sounds for them.</p> <p>I can blend short words.</p> <p>I can read a few common exception words.</p> <p>I recognise my name</p> <p><u>Writing</u> I am giving meaning to marks Encouraging children to hold a pencil correctly and say what their marks mean.</p> <ul style="list-style-type: none">• Use some print and letter knowledge in early writing e.g. starting at the top of the pages/initial sounds <p>I can:</p> <ul style="list-style-type: none">• Use one handed tools• Use comfortable grip and show good control with pencil• Show a preference for a dominant hand	<table><tr><th colspan="2">New tricky words</th></tr><tr><td>Week 1</td><td>put* pull* full* as</td></tr><tr><td>Week 2</td><td>and has his her</td></tr><tr><td>Week 3</td><td>go no to into</td></tr><tr><td>Week 4</td><td>she push* he of</td></tr><tr><td>Week 5</td><td>we me be</td></tr></table> <p>I can read some letter groups that each represent one sound and say sounds for them.</p> <p>I can read a few common exception words.</p> <p>I know how to blend with taught graphemes</p> <p>I can read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p><u>Writing</u> - I can:</p> <ul style="list-style-type: none">• I can write a label or list• I can write a simple caption• Segment and record words with taught graphemes.	New tricky words		Week 1	put* pull* full* as	Week 2	and has his her	Week 3	go no to into	Week 4	she push* he of	Week 5	we me be	<p>I can read some letter groups that each represent one sound and say sounds for them.</p> <p>I can read a few common exception words.</p> <p>I can read simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words.</p> <p><u>Writing</u> - I can:</p> <ul style="list-style-type: none">• I can write captions with common exception words and finger spaces.• Begin to form lower-case and capital letters correctly.	<table><tr><th colspan="2">No new tricky words</th></tr><tr><td>Week 1</td><td>Review all taught so far</td></tr><tr><td>Week 2</td><td>Secure spelling</td></tr><tr><td>Week 3</td><td></td></tr><tr><td>Week 4</td><td></td></tr><tr><td>Week 5</td><td></td></tr></table> <p>I can read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p><u>Writing</u> - I can:</p> <ul style="list-style-type: none">• Start to form lower-case and capital letters correctly.• Write and spell common exception words correctly	No new tricky words		Week 1	Review all taught so far	Week 2	Secure spelling	Week 3		Week 4		Week 5		<table><tr><th colspan="2">New tricky words</th></tr><tr><td>Week 1</td><td>said so have like</td></tr><tr><td>Week 2</td><td>some come love do</td></tr><tr><td>Week 3</td><td>were here little says</td></tr><tr><td>Week 4</td><td>there when what one</td></tr><tr><td>Week 5</td><td>out today</td></tr></table> <p>I can read a few common exception words.</p> <p>I can read simple phrases and sentences made up of words with known letter–sound correspondences and a few common exception words.</p> <p>I can re-read books to build up confidence in word reading, fluency and understanding and enjoyment.</p> <p><u>Writing</u> - I can:</p> <ul style="list-style-type: none">• Form lower-case and capital letters correctly.• Write short sentences by segmenting unfamiliar words and spelling known tricky words correctly.•	New tricky words		Week 1	said so have like	Week 2	some come love do	Week 3	were here little says	Week 4	there when what one	Week 5	out today	<table><tr><th colspan="2">No new tricky words</th></tr><tr><td>Week 1</td><td>Review all taught so far</td></tr><tr><td>Week 2</td><td>Secure spelling</td></tr><tr><td>Week 3</td><td></td></tr><tr><td>Week 4</td><td></td></tr><tr><td>Week 5</td><td></td></tr></table> <p>I can re-read books to build up confidence in word reading, fluency and understanding and enjoyment.</p> <p><u>Writing</u> - I can:</p> <ul style="list-style-type: none">• To start to introduce adjectives into writing.• To start to edit writing, ensuring each sentence has a capital letter, finger spaces and a full stop.• Form lower-case and capital letters correctly.	No new tricky words		Week 1	Review all taught so far	Week 2	Secure spelling	Week 3		Week 4		Week 5	
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Curriculum Goals	<ul style="list-style-type: none">• Write some/all of name• Write some letters accurately.• Saying sounds for individual letters• Write my name	<ul style="list-style-type: none">• Children Spell words by segmenting with taught graphemes• Start to record short, simple captions or sentences by segmenting unfamiliar words and spelling known tricky words correctly.	<ul style="list-style-type: none">• Children starting to remember to use a capital letter, finger spaces and a full stop for each sentence.• Children re-read what they have written to check that it makes sense.																																																			

Vocabulary	Name letter sound blend segment read grapheme Write left handed right handed list caption word label Tricky word sticky bit Rhyme rhyming		Digraph - 2 letters 1 sound Trigraph - 3 letters - 1 sound Sentence spelling lowercase capital letter Fiction / non fiction poem		<u>Fullstops</u> <u>Fluency</u> <u>Re read</u> <u>Narrative story</u>	
Writing Outcomes						
Educational Programme	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.					
Maths White Rose	<u>Just like me</u> Matching and sorting Comparing size, mass and capacity Comparing amounts Exploring patterns <u>It’s me 123!</u> Representing 1, 2 & 3 Composition of 1, 2 & 3 Comparing 1, 2, & 3 Circles and triangles Positional language <u>Light & Dark</u> Representing numbers to 5 Composition of 4 & 5 One more and less Shapes with 4 sides Time		<u>Alive in 5</u> Introducing Zero Comparison to 5 Comparison to 5 Composition to 5 Compare Mass (2) Compare Capacity <u>Growing 6,7,8</u> 6, 7, 8 Making Pairs Combining 2 Groups Length and Height Time <u>Building 9 and 10</u> 9 and 10 Comparing Numbers to 10 Bonds to 10 3-D Shapes Pattern		<u>To 20 & Beyond</u> Building Numbers Beyond 10 Counting Patterns Beyond 10 Spatial Reasoning <u>First, then and now</u> Adding More Taking Away Spatial Reasoning <u>Find my pattern</u> Doubling Sharing and Grouping Even & Odd Spatial Reasoning <u>On the move</u> Deepening Understanding Patterns and Relationships Spatial Reasoning	

Curriculum Goal	Can sing number rhymes using numbers to 5 I can subitise to 5 I can compare 2 groups I can count to 10 I can repeat a simple pattern I know number pairs to 5 Basic 2d shape	Can sing number rhymes using numbers to 10 I can subitise to 10 I can identify which group has more/less I can count to 20 I can write numbers to 5 I can continue a simple pattern I know number pairs to 10 Basic 3d shapes Use part whole model	I can add 2 groups together I can count beyond 20 I can order teen numbers I can write numbers to 10 I can share between 2 groups I can find half I know doubles to 5+5 I can make patterns using ababa/ aabb aa /abcabc patterns I can use my number of number pairs to 10 to solve addition and sub problems Talk about properties of 2 and 3d shapes			
Vocabulary	<u>Sort match same different pattern big bigger small smaller few fewer less more long longer longest tall taller tallest heavy heavier heaviest</u> <u>Square rectangle triangle circle</u> <u>Front back next to behind in between</u>	<u>Length measure pairs zero capacity time day night minute hour</u>	<u>Add addition more than together</u> <u>Subtract minus take away share double odd even</u>			
Educational Programme	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
Knowledge and Understanding of the World <i>Foundations in Science, History, Geography, RE and Computing</i>	Talks about differences between materials and changes they notice. To know the 5 senses Our School They talk about the features of their own immediate environment and how environments might vary from one another	Name and order the seasons. Location Knowledge I am able to recognise a map and a globe I know that land is represented as green and water as blue on a globe Place Knowledge I know about places and locations in their immediate environment. I can able to recognise and name	Explore non-contact forces (gravity and magnetism) Fieldwork Knowledge: Use photos of the school environment and perhaps the surrounding area to identify local features. I can comment on images of familiar situations in the past.	Understand the effects of seasons on the natural world, discussing when and how things grow. Understand the need to respect and care for the natural environment and all living things. Human and Physical Knowledge I know how to care for living things and their environment. I	I can name and describe people who are familiar to me. I can compare and contrast characters from stories, including figures from the past. I can recognise some environments that are different from the one in which I live.	Can talk about different life cycles I can talk about members of their immediate family and community. I understand that some places are special to members of their community. I can recognise some similarities and differences



	<p>I can talk about members of my immediate family and community.</p> <p>Order and sequence familiar events—create timeline for their day & sequencing events in own life.</p> <p>Talk about past and present events in their own lives and in lives of family members.</p> <p>I can name and describe people who are familiar to me.</p> <p>I can explore the natural world around them.</p> <p>I can describe what I see, hear, and feel whilst outside.</p> <p>Computing I can use a touch screen game and use computers/keyboards in role play</p>	<p>features within the school environment.</p> <p>I can comment on images of familiar situations in the past.</p> <p>I can draw information from a simple map.</p> <p>I understand that some places are special to members of their community.</p> <p>I recognise that people have different beliefs and celebrate special times in different ways.</p> <p>I know about the natural world around me.</p> <p>I can describe what I see, hear and feel whilst outside.</p> <p>Computing I can follow simple algorithms</p> <p>I can spot simple patterns</p> <p>I can sequence simple tasks</p>	<p>I can compare and contrast characters from stories, including figures from the past.</p> <p>I recognise that people have different beliefs and celebrate special times in different ways.</p> <p>I can describe what they see, hear and feel whilst outside.</p> <p>I know and understand the effect of changing seasons on the natural world around me.</p> <p>Computing I know the difference between photography and video</p> <p>I can take a photograph</p> <p>I can record a short film using a camera</p> <p>I can record and play a film</p>	<p>know about growth, decay and changes over time. I can talk about why things happen and how things work. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>I can explore the natural world around them.</p> <p>I can describe what I see, hear and feel whilst outside.</p> <p>Computing I can create images on the computer using a range of programs</p> <p>I can use a painting app and explore the paint and brush tools</p> <p>I can move and resize images with my fingers or mouse</p>	<p>Human and Physical Knowledge: I can share pictures and stories about themselves, their families and other people. I can show through play everyday actions and events from their own family and cultural background. I can describe detailed features of objects, materials and living things through outdoor play and small world.</p> <p>I recognise some similarities and differences between life in this country and life in other countries.</p>	<p>between life in this country and life in other countries.</p> <p>Computing I can type letters with increasing confidence using a key board and tablet</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
Curriculum Goals	<p>I can recognise a map and a globe I know that land is represented as green and water as blue on a globe</p> <p>I can talk about the places and locations in their immediate environment.</p> <p>I can be able to recognise and name features within the school environment.</p>		<p>I can observe things closely through a variety of means including magnifiers and photographs.</p> <p>I can create paintings, drawings and models of my observations.</p> <p>I can ask questions about my familiar world.</p> <p>I can draw information from a simple map.</p>		<p>I can discuss similarities and differences about themselves, family and the local community through stories and first hand experiences. e.g. photos</p> <p>I can explore through play differences in cultures.</p>	


	<p>I can use photos of the school environment and perhaps the surrounding area to identify local features.</p> <p>: I know who is in my immediate family. I know that the past is something that has already happened. I know that the future is something that hasn't happened yet.</p> <p>I can use smell, touch, taste, sight and vision to describe what I see</p> <p>I can name the 4 seasons</p> <p>I can name different materials . I can say how it feels</p>		<p>I can use everyday language related to time</p> <p>I can order and sequence familiar events—create timeline for their day & sequencing events in own life</p> <p>I know which season it is and I know something that happens in each season</p> <p>I can identify a change in the environment in the new season</p> <p>I know plants need sun, water and soil to grow</p> <p>I can name some baby and adult farm animals</p> <p>I can name a simple property of a material</p> <p>I can investigate if a material is magnetic or floats</p>		<p>I can notice detailed features of objects, materials and living things through outdoor play and small world.</p> <p>I can talk about past and present events in my own life and in lives of family members.</p> <p>I can talk about similarities and differences between myself and others</p> <p>I can say why I choose a certain material for my model or construction</p> <p>I can give a simple explanation why a material floats or is magnetic</p>	
Vocabulary	<p>Maps, Globe, Places, Locations, Features, Playground, Houses, Buildings, Park, Shops, Bus stop, Church, School, home heath</p> <p>Older, younger, yesterday, today, tomorrow, last week, future, family</p> <p>Senses season autumn winter environment</p>		<p>Butterflies, eggs, caterpillars life cycle, cocoon, frogs spawn, stem, roots, potatoes, mouldy, fungus, daffodils, soil, seeds, water, sun</p> <p>Magnet magnetic stick</p> <p>Spring summer year week month</p> <p>Grow baby adult farm plant sun seed water soil</p>		similar, different, community, objects, materials	
Educational Programme	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Expressive Arts and Design Foundations in Art, DT & Music	<p>I can explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>I can develop storylines in their pretend play.</p> <p>I know how to create collaboratively, sharing ideas, resources, and skills.</p> <p>I can construct with purpose</p> <p>Name colours including black, grey, and white.</p>	<p>I know how to create collaboratively, sharing ideas, resources and skills.</p> <p>I can sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p>I can explore and engage in music making and dance, performing solo or in groups.</p>	<p>I can watch and talk about dance and performance art, expressing my feelings and responses.</p> <p>I know how to develop storylines in my pretend play.</p> <p>I can listen attentively, move to and talk about music, expressing my feelings and responses.</p>	<p>I can return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>I can sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>I can listen attentively, move to and talk about music, expressing my feelings and responses.</p>	<p>I can develop storylines in my pretend play.</p> <p>I can watch and talk about dance and performance art, expressing my feelings and responses.</p> <p>I can return to and build on their previous learning, refining ideas and developing my ability to represent them.</p>	<p>I can explore and engage in music making and dance, performing solo or in groups.</p> <p>I can sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>I can return to and build on their previous learning, refining ideas and developing my</p>

<div><p>CONCEPT MAP FOR ART AND DESIGN</p><div><div>Concepts</div><div>Components</div><div>Formal elements</div></div><div><div>Activities</div><div><div>Generating ideas</div><div>Looking and talking</div><div>Experimenting</div><div>Colour</div></div><div><div>Making</div><div>Drawing</div><div>Painting</div><div>Shape</div><div>Craft, design, materials and techniques</div><div>Texture</div><div>Line</div></div><div><div>Evaluating</div><div>Use of element</div><div>Identify similarities and differences to others' work</div><div>Reflecting</div></div></div></div> <tr><td><p>Extend vocab with pink, burgundy, crimson etc.</p><p>Experiment with different brushes, colours. Including painting with twigs, sponges, fingers etc.</p><p>Text:</p><p>Components: Painting/Making</p></td><td><p>Watch and talk about dance and performance art, expressing their feelings and responses</p><p>Know and demonstrate that a line is made by a dot which moves.</p><p>Know that when a line meets up with where it started, it will make a shape.</p><p>Know and demonstrate that objects look different from different angles</p><p>Know and demonstrate that 3d art can be made from a huge variety of items including “junk modelling” and nature sculptures.</p><p>Know and demonstrate how to hold and safely use a pair of scissors. Artist Focus: Andy Goldsworthy Text: Leaf Man</p><p>Components: Drawing/ Sculpture</p></td><td><p>I can create collaboratively, sharing ideas, resources and skills.</p><p>I can explore, use and refine a variety of artistic effects to express their ideas and feelings.</p><p>Experiment with different surfaces.</p><p>Know that we can change the thickness of marks by changing the brush type.</p><p>Components: Painting/Making</p></td><td><p>Know and demonstrate that lines can be straight or wavy.</p><p>Know that sometimes I can draw what I see but sometimes I can draw what I imagine.</p><p>Artist Focus: Beatrix Potter Text: Peter Rabbit</p><p>Components: Drawing/Making</p></td><td><p>I can explore, use and refine a variety of artistic effects to express their ideas and feelings.</p><p>Know and demonstrate that objects look different from different angles</p><p>Draw on different surfaces with a variety of drawing tools.</p><p>Know and demonstrate that 3d art can be made from a huge variety of items including “junk modelling” and nature sculptures.</p><p>Know and demonstrate how to hold and safely use a pair of scissors.</p><p>Artist Focus: Text:</p><p>Components: Drawing/Sculpture</p></td><td><p>ability to represent them.</p><p>Experiment with different brushes, colours. 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	Builds towers by stackings objects Can explore with clay Can use glue sticks and glue spatulas independently Can add other materials to develop models (tissue paper, glitter...)		Builds simple models using walls, roofs and towers. Can manipulate clay (rolls, cuts, squashes, pinches, twists...) and identify different actions Can join items with glue or tape Can secure boxes, toilet rolls, decorate bottles		Can make lines of varying thickness, Dots and lines for pattern/texture. Uses a variety of brushes and tools for effect Can print with a variety of resources Children are beginning to draw self-portraits, landscapes and buildings/cityscapes Can draw bodies of an appropriate size for what they're drawing Builds models which replicate those in real life. Can use a variety of resources – loose part play Can use clay and other materials to make something that they give meaning to and shows clear intention Can join items in a variety of ways – Sellotape, masking tape, string, ribbon Can improve models (scrunch, twist, fold, bend, roll)	
Vocabulary	Pencil/crayon/paint/paintbrush /water /pot/apron/palette/colour/mix Brush/ paper/ drying rack/label Make/ create/ picture/ scissors Gluestick/masking tape/cellotape/ Sing/ instrument /beat / feel	Natural/ nature/clay/ sculpture/ junk modelling/ Draw/line/pencil/dot/curve/ Shape/angles/sides/top/bottom/j oin/stick/pattern/collage/draw/ Listen / express/pattern	Shade/ Primary/Improve / make better/ Feel/ texture/fabric/ material/ thick / thin/ Melody/song/rhythm/emotio n/ copy/repeat	Imagine/ pitch/melody/perform	Symbol/tempo/compose Scrunch/twist/fold	

Nursery - Knowledge and Understanding of the World Progression Model nursery 22.23

AoL	Minimum expectations for Nursery			Minimum expectations for Reception			Links to KS1 curriculum
<div><div>KUW</div><div>History links</div><div></div></div>	Able to say who they are and who they live with.	Can talk about any pets they might have	Can briefly talk about some members of their family.	Can talk about past and upcoming events with their immediate family	Can talk about members of their immediate family in more detail	Can discuss similarities and differences between people in their family.	<i>Understands that there are similarities and differences between people.</i> <i>Describe memories that have happened in their own lives.</i> <i>Sequence events that are close together in time.</i>
	Show an interest in different occupations (nurses, police, doctors, fireman....)	Talks about a wider range of occupations (electrician, plumber etc)		Is able to discuss different occupations of family members.	Can identify emergency situations and knows who to call.	Can identify similarities and differences between jobs.	<i>Use stories or accounts to distinguish between fact and fiction.</i> <i>Recognise some similarities and differences between past and present.</i>
	Sequence family members by size and name (baby, child, adult)		Sequence family members, explaining who they are.		Sequence family members, explaining who they are and the key differences between what they can/cant do.	Shares some similarities between characters, figures or objects.	
	Comment on fictional characters in stories	Comment on historical figures or objects in non-fiction texts	Shares likes and dislikes		Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences.	Compare and contrast characters from stories, sharing similarities and differences	
Historical knowledge to be taught							
<div><div>KUW</div><div>RE Links</div><div></div></div>	Comments on recent pictures of experiences in their own life. Eg This was me at ...		Comments on recent pictures of celebrations in their own life. Eg This was me celebrating Eid’		Comments on images of familiar experiences (holidays, parks, doctors)	Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)	<i>Describe memories that have happened in their own lives.</i>
	Knows that there are special places of worship				Can name different religious venues – church, temple, synagogue, Mosque	Knows why religious venues are special and who goes there.	<i>Can recognise, name and describe religious places.</i>
	Knows that there are differences between what people believe		Developing positive attitudes about difference between people		Can articulate what others celebrate and begin to explain.		<i>Describes the main beliefs of a religion.</i> <i>Describes the main festivals of a religion.</i>
Religious knowledge to be taught							
<div><div>KUW</div><div>Geography Links</div></div>	Know what a map is used for		Identifies features on a simple map (trees, house, river, mountain)		Can use a map to locate objects in ‘real life’.	Can briefly explain the difference between human and physical features.	<i>Use basic geographical vocabulary to refer to physical and human features.</i>
	Knows where they live EG _____		Knows that there are different countries in the world.		Knows that 4 countries make up the UK and can name at least 1 other country.	Can name all 4 countries of the UK and at least 2 other countries	<i>Use world maps to identify countries.</i>

	Can explain the features of a home.		Knows that different countries have different homes		Can identify similarities and differences between homes in our country.		Can identify similarities and difference between homes in other countries		Name and locate the four countries and capital cities of the UK. Compare the UK with a contrasting country. Observe the natural and humanly constructed world around them.	
	Can talk about what life is like in our country		Explain how life may be different for other children		Make comparisons between life for children in different countries.					
	Talk about what they see in their own environment (school/home) using a wide vocabulary		Talk about local environments.		Recognise some environments that are different to the one in which they live		Use pictures to compa.re and contrast environments around the world.			
Geographical knowledge to be taught										
<div>KUW</div> <div>Science Links</div> 	Explore collections of materials.		Explore collections of materials, identifying similar and different properties.			Talks about differences between materials and changes they notice.		Explore the natural world around them.		Explore the world around them, asking how and why Q's.
	Use senses in hands on exploration.		Can name the 5 senses.			Explain what their five senses are.				Decides how to sort and classify objects.
	Explore how things work.		Explore and talk about forces (push and pull)			Explore non-contact forces (gravity and magnetism)				Notice links between cause and effect (speed, shape, direction and magnetism)
	Understand that the weather changes and that in different countries you have different weather.		Can identify what you need to wear for each season and why.		Name and order the seasons.		Understand the effects of seasons on the natural world, discussing when and how things grow.			Identify seasonal weather patterns
	Plant seeds and care for growing plants with support.		Can explain a life-cycle with support.		Can say what plants need to survive.		Can talk about different life cycles		Understand the need to respect and care for the natural environment and all living things.	Observe the natural and humanly constructed world around them.
Science knowledge to be taught.										
<div>KUW</div> <div>Computing Links</div> 	Mark make on paint software on the IWB.		Select brushes, colours and rubbers when drawing on paint software.			Use various tools such as brushes, pens, stamps, erasers and shapes with support.				Uses various tools, such as brushes, pens, eraser, stamps and shapes.
	Can play simple games on the IWB by pressing buttons.		Can play simple games on the IWB by dragging and dropping items			Children can independently change games or increase levels of difficulty on games.				
	Children can switch a camera on and off.		Children can record videos on the camera			Children can edit photos.		Children can erase content and understand how to charge a camera.		
	Children know to ask for help if needed.					Children know what personal information is and know that it should not be shared online.				Identify which things count as personal information. Asks for help when they need it.
Computing knowledge to be taught										





Autumn term 1 and 2

Spring 1 Spring 2

Summer 1 Summer 2

Forest Schools

Nursery - EAD Progression Model 22/23

Skill	Minimum expectations for Nursery			Minimum expectations for Reception			Links to KS1 curriculum
Painting 	Use pre-made paints and are able to name colours	Mix primary colours to appropriate consistency	Able to mix primary colours to make secondary colours	Add white or black paint to alter tint or shade	Colour matching to a specific colour and shade	Colour matching, altering tint and shade Warm/Cool colours	<i>Colour matching, altering tint and shade Warm/Cool colours</i>
	Can hold a paintbrush in the palm of their hand	Enjoys using hands, feet and fingers to paint	Can use thick brushes	Can hold a paintbrush using a tripod grip	Can independently select additional tools (stamps, rollers etc) to improve their painting	Lines of varying thickness, Dots and lines for pattern/texture. Use a variety of brushes and tools	<i>Lines of varying thickness, Dots and lines for pattern/texture. Use a variety of brushes and tools</i>
	Print with large blocks and larger sponges		Print with small blocks, small sponges, fruit, shapes and other resources		Create patterns or meaningful pictures when printing	Print with a variety of resources	<i>Print with a variety of resources</i>
Drawing 	Draws faces with features and draws enclosed spaces, giving meaning	Makes marks. Draws circles and lines.	Draws potato people (no neck or body)		Draws with detail (bodies with sausage limbs and additional features)	Draws bodies of an appropriate size for what they're drawing	<i>Children must be exposed to models and be able to identify key features of living things</i>
	Children are able to draw things that they observe		Children are able to draw simple things from memory		Children are beginning to draw self-portraits, landscapes and buildings/cityscapes		<i>Children draw portraits, detailed pictures, landscapes, buildings and cityscapes</i>
Collage 	Use glue spatulas with support	Use glue sticks with support	Use glue sticks and glue spatulas independently		Join items in a variety of ways – Sellotape, masking tape, string, ribbon	Join items with glue or tape	<i>Joins items which have been cut, torn or glued</i>
	Product is all one texture		Adds other materials to develop models (tissue paper, glitter...)		Knows how to secure boxes, toilet rolls, decorate bottles	Knows how to improve models (scrunch, twist, fold, bend, roll)	<i>Improve models by adding texture</i>
			Additional textures – children describe as smooth or bumpy Beginning to weave (gross motor)		Improved vocab – flexible, rigid	Smooth, rough, bendy, hard Weave (fine motor)	<i>Make collages and mosaics using different materials Weaves items</i>
Sculpture 	Builds walls to create enclosed spaces	Builds towers by stackings objects	Builds simple models using walls, roofs and towers.		Builds models which replicate those in real life. Can use a variety of resources – loose part play		<i>Use a variety of natural, recycled and manufactured materials to sculpt</i>
	Makes marks in clay	Explores clay	Manipulates clay (rolls, cuts, squashes, pinches, twists...)		Makes something with clear intentions	Makes something that they give meaning to	<i>Use a variety of techniques and shapes to sculpt</i>
Music	Responds to music	Enjoys listening to music	Talks about how music makes them feel		Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad'		<i>Expresses their opinion</i>
	Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...)		Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones)		Selects own instruments and plays them in time to music.		<i>Can change the tempo and dynamics Recognises instruments in music</i>
			Plays a given instrument to a simple beat		Can change the tempo and dynamics whilst playing		

					Knows how to use a wide variety of instruments. Beginning to write own compositions using symbols, pictures or patterns	<i>Compose their own simple tunes Creates sound effects Writes down compositions</i>
Singing and Dancing 	Moves to music	Copies basic actions	Learns short routines, beginning to match pace		Learns longer dance routines, matching pace	<i>Put a sequence of actions together</i>
	Beginning to watch performances for short periods of time		Shares likes and dislikes about dances/performances	Watches dances and performances	Replicates dances and performances	<i>Begin to improvise independently to create a simple dance</i>
	Sings in a small group	Knows some words when singing	Sings in a group, trying to keep in time		Sings by themselves, matching pitch and following melody Sings in a group, matching pitch and following melody	<i>Sings in tune and to the correct beat</i>
Role Play 	Plays with familiar resources		Uses own experiences to develop storylines		Uses imagination to develop own storylines	<i>To take part in a simple role play of a known story</i>
	Simple small world (farm, cars, trains, dolls)		Participates in small world play related to rhymes and stories		Enhance with resources that they pretend are something else Children enhance small world play with simple resources	
Independence	Choose a piece of paper from a selection of 2/3 colours	One piece of paper provided to child	Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...)		Begins to paint on other materials – card, fabric, clay	<i>Reviews own work and makes improvements</i>
	Creates their own piece of art and gives meaning	Creates their own piece of art	Creates their own piece of art and begins to self-correct any mistakes		Returns to work on another occasion to edit and improve	<i>To develop and share their ideas, experiences and imagination</i>
	Children work independently to develop basic skills		Works with a friend, copying ideas and developing skills together		Creates collaboratively, sharing ideas with peers and developing skills further	
Resources	Palm brushes, Large chalks, Whiteboard pens, chunky wax crayons, chunky pencil crayons, pencils, Pre-mixed paint, Primary powder paint colours, glue sticks, glue spatulas, PVA glue, Felt tips, card, paper, embellishments		Thick and thin paintbrushes, thin chalks, thin wax crayons, thin pencils, thin pencil crayons, variety of powder paints, clay, charcoal, highlighters, tracing paper, transient materials, rollers, sculpting tools for playdough/clay, sponges, scissors, IWB		Watercolour paints, pastels, string, marbles, cutlery, whisks, hole punches, staplers (supervise), cotton buds, cotton wool, foil, art straws	<i>Children are exposed to using different materials</i>

Autumn Term

Spring Term

Summer Term