

Progression of Skills & Curriculum Overview

Area of Learning	Autumn 1 - All about me	Autumn 2 - All about me	Spring 1 - (Topic chosen by children's interests) transport	Spring 2 - Pancakes, Super heroes.	Summer 1 -	Summer 2 -
Other Possible Themes	Our families, our school and community, Learning High Five, Seasons,	Bonfire night, Fireworks, Christmas, Harvest, Diwali, any other celebrations that the children in nursery celebrate.	Winter, Chinese New Year, Any other cultural/religious celebrations of families in the nursery.	Any cultural/religious celebrations of families in the nursery.	Plants, growing, life cycles Butterflies minibeasts.	Plants, growing, life cycles Butterflies minibeasts.
Enrichment Activities	<p>Diwali: 24th October Autumn, Harvest exploring autumn vegetables including pumpkin</p> <p>Parent power= About our family, where we are from, what we celebrate, what languages we speak.</p> <p>Autumn Hunt over the October holidays</p>	<p>Remembrance day 11th Nov World Nursery Rhyme week- 14th Nov Children in Need- 18th Nov Visit to the post box to deliver our mail. Learning our address and putting a stamp on an envelope. Parent Power= Finding out about where we live, address, what number we live at, what our front door looks like. Parent speaker about working as a postman? Post office role play.</p> <p>Nativity Performance</p>	<p>Lunar New Year: 22nd January</p> <p>Parent Power= Asking parents to take their children on a bus and train ride.</p> <p>Winter Hunt over the February holidays</p> <p>Design pebble for Colchester Zoo 60th Birthday, to go on their celebratory wall</p>	<p>Pancake day: 21st February World Book Day: 2nd March Holi: 8th March Mothering Sunday: 19th March Ramadan: Starts 22nd March Easter: 9th April</p> <p>Parent Power= Finding out about parents Super powers! E.g knitting, painting, musician, artist, Doctor, career, etc. Encourage parents to come in.</p> <p>Spring Hunt over the Easter holidays</p>	<p>Earth Day: 22nd April Eid: 22nd April</p> <p>Go to the local park for a picnic and play on the play area. Explore the Castle gardens and look at all the nature.</p>	<p>Father's Day: 18th June National School Sports Week: 19th June</p>
Our curriculum goals	<p>To drink from a cup independently. Why? To become more independent when managing their own needs. Component parts - to use both hands and then dominant hand to practise drinking in a small group with 1:1 support when needed - gradually reduce support.</p> <p>To put their coats on independently and zip them up. Why? To begin to manage their own needs before starting school. Component parts - adults to start by leaving them to do the last steps - gradually reduce support.</p> <p>To post a letter to themselves. Write their names on a letter, talk about their homes, family and local area and with the support of parents helpers, post their own letter to arrive at their home. A parent power information sheet will help start to facilitate conversations about home life.</p>		<p>Cooking Through Culture- why? To celebrate diversity within the school, involving parents and using new vocabulary through experiences.</p>		<p>To plant a sunflower seed, look after the plant and comment on it growing. Why? Many of our children do not have outside space at home. Component parts - use FMS to fill pots with soil, plant seeds, practise in role play areas outside and inside - care for the plant and use new vocabulary to comment on the changes - adults to model this vocabulary.</p>	
<p>Singing - why? Singing helps children with SAL needs to gain a wider vocabulary. Makaton - why? Many children within our EYFS have additional needs or EAL and Makaton helps children to learn new vocabulary. Component parts - all staff consistently use Makaton every day in teaching sessions, choosing and through songs, stories, and nursery rhymes. Learning High Five - to be a good learner we need to be happy, persevere, collaborate, ask for help if we are stuck and to ask questions. We teach these skills throughout the EYFS. Why? To distinctly teach these skills and encourage children to become more independent, to self-regulate, to use language to share, collaborate, settle into school, ask for support and to ask questions. Low SALT data supports the need for this. Component parts - begin by focussing on the children being happy at school and build the skills from there. High five focus weeks in planning, share with parents through Tapestry and meetings. To start a conversation with an adult or a friend and continue it for many turns. Why? 73% of the cohort had a delay in SALT on entry. Component parts - Modelling how to have a conversation with children and other adults - sustained shared thinking - work together to solve a problem - using four to six words in a sentence. To put their coats on independently and zip them up. Why? To begin to manage their own needs before starting school. Component parts - adults to start by leaving them to do the last steps - gradually reduce support. To use the toilet independently. Why? Many of our children in Reception this year have entered having not been toilet trained and wearing nappies. The majority of these children were not from our Nursery. Component parts - work with parents to assess when they are showing signs that they are ready to use the toilet (see birth to three development matters p49) work together to build on these skills. To pedal a trike or ride a scooter in the Nursery track down and up the hill assessing their own risk. Why? A large majority of our children live in flats with no outside space at home. Component parts - sit, balance and use feet to move the trike/scooter slowly (ride ons/balance bikes) - to develop these skills further to move at a quicker pace and use body strength to pedal up and then down the hill. Our Favourite Five - By the end of the year 30 books including traditional tales, poems and nursery rhymes will have been taught to the children. Why? 73% of children entered N with a speech and language delay. Component parts - listen and attention skills to follow the story/rhyme - use new vocab and repeat refrains - use Makaton to retell the story/rhyme - retell confidently using key language</p>						

Communication and Language



Communication and Language is developed throughout the year through high quality interactions, daily news sharing using Tapestry, stories, singing, speech and language interventions (Attention bucket, EarlyTalk Boost, 1-1 work with FM/SC)

Children are taught Makaton throughout the nursery to help develop communication and understanding.

Listening, Attention and Understanding

Children will begin to understand how to listen carefully and know why it is important. Carpet times kept to 2mins increasing to 10 mins. (Starting by using welcome song, then saying what they want to do next play inside/outside)

Children will listen to simple stories in small groups and begin to listen to whole class story, start to join in with repeated refrains. Using pictures to understand what is happening in the story.

Children will understand simple questions about 'where'.

Attention Autism is started once the children have settled into nursery starting with stage 1.

Dough disco is started once the children are settled into nursery starting with first 6 moves from dough disco book 1

Speaking

Children will be able to start a conversation with an adult or friend.

Children will learn the songs which help them learn the routine of the day. Good morning song, days of the week song, please and thank you song, goodbye song, Happy birthday song.

Children will start to use new vocabulary from the word of the week and the vocabulary flowers put in each area and modelled by adults. Increasing their vocab.

Listening, Attention and Understanding

Children will begin to understand how to listen carefully and know why it is important. Carpet times increasing from 10 mins to 20 mins. (Starting by using welcome song, then saying what they want to do next play inside/outside followed by an activity making the sentence longer e.g outside on the trikes or inside painting a picture)

Children will enjoy listening to longer stories in small groups and begin to listen to whole class story, to consistently join in with repeated refrains. Can remember what happens at the start and end of the story.

Children will understand simple questions about 'who'.

Attention Autism is started once the children have settled into nursery starting with stage 1,2,3.

Dough disco is started once the children are settled into nursery starting with all moves from dough disco book 1

Speaking

Children will be able to start a conversation with an adult or friend and continue for many turns.

Children will learn the nursery rhymes that they enjoy and are part of the favourite five.

Children will start to use new vocabulary from the word of the week and the vocabulary flowers put in each area and modelled by adults. Increasing their vocab. Developing with topics and getting the children to use the vocab in longer sentences.

Listening, Attention and Understanding

Children will begin to understand how to listen carefully and know why it is important. Carpet times increasing when needed. (New song to wake ourselves up, join in with the actions as a whole class.) Children to continue to say what they are planning to do next extending the sentence even further. 'I'm going to play outside on the trikes to see if I can go around the track 10 times'

Children will enjoy listening to longer stories in small groups and begin to listen to whole class story, to consistently join in with repeated refrains. Can remember what happens at the start and end of the story.

Children will understand simple questions about 'what'.

Attention Autism is started once the children have settled into nursery starting with stage 1, 2,3,4.

Dough disco is started once the children are settled into nursery starting with all moves from dough disco book 1 and book 2

Speaking

Children will be able to contribute to larger group conversations.

Children to continue to build up nursery rhymes and songs.

Children will start to use new vocabulary from the word of the week and the vocabulary flowers put in each area and modelled by adults. Increasing their vocab. Developing with topics and getting the children to use the vocab in longer sentences and using multi-syllabic words.

Listening, Attention and Understanding: Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult.
Speaking: Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Use longer sentences of four to six words. Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name? Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"? Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Can the child answer simple 'why' questions?

Personal, Social and Emotional Development



Children develop their personal, social and emotional skills throughout the year through, scaffolded and structured play

Children will be able to follow one step instructions.

Children will recognise different emotions. Children will talk about how they are feeling and begin to consider others feelings.

Find ways of managing transitions, for example from their parent to their key person.

Children with encouragement will select and use activities and resources.

Children will be able to focus during longer whole class lessons.

Children will identify and moderate their own feelings socially and emotionally.

Children to play with one or more other children.

Children will select and use activities and resources, independently.

Children will be able to control their emotions using a range of techniques.

Children will become more outgoing with unfamiliar people, in a safe context of setting. Children will show more confidence in new social situations.

Children to play with one or more other children, extending and elaborating play ideas.

Children will continue to select and use activities and resources independently. More resources will be added to the environment to develop skills.

Taken from the development matters document.

<p>opportunities, modelled behaviour from adults, social stories (where needed), diversity stories, PSHE stories within Favourite 5, sharing experiences via Tapestry, Learning High Five.</p>	<p>Begin to show 'effortful control' for example waiting for a turn and resisting the strong impulse to grab what they want.</p> <p>Children will follow the nursery routine and begin to follow the nursery rules. Introduce children to a timer and sometimes a need for a timer so we know when it is someone else's turn.</p> <p>Children will learn to wash their hands independently. Learn to use the toilet with help, and then independently.</p> <p>Children will begin to show perseverance in the face of a challenge (Learning High Five)</p>	<p>Talk with others to solve conflicts.</p> <p>Children will understand the need to have rules. Be able to take turns with a timer independently.</p> <p>Children will develop independence when dressing, in particular putting shoes and socks on, fastening coats and putting on jumpers.</p> <p>Children will continue to show perseverance in the face of a challenge. By saying yes and do your best!</p>	<p>Find solutions to conflicts and rivalries, for example accepting not everyone can be Spiderman in the game and suggesting other ideas.</p> <p>Children will independently remember the nursery rules.</p> <p>Children will manage their own basic needs independently. Children will make healthy choices about food, drink, activity and tooth brushing. Children will show a 'can do' attitude and demonstrate resilience in the face of a challenge.</p>
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Taken from the development matters document.


Self-Regulation: Select and use activities and resources, with help when needed - this helps them to achieve a goal they have chosen or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

Managing Self: Be increasingly independent in meeting their own care needs, for example, brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.

Building Relationships: Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.

Around the age of 3 Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while? Around the age of 4 Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy')? Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties.

Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play. Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP

<p>Physical Development</p>  <p>Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, cutting, Dough Disco, obstacle courses, bikes, scooters, climbing frame, balls, hoops, bean bags, bats and balls, stilts, hobby horses, sand pit, mud kitchen, space hoppers, basketball, water play, digging vegetables, swing, monkey swing, swing ladder, ribbons, instruments</p>	<p>Gross Motor Children will learn to move safely in a space.</p> <p>Children will explore how to use the different equipment set out. E.g. climbing frame, trikes, scooters, cars, swing, see-saw, large building blocks, digging sand in the sand pit. Throwing balls in a hoop, using streamers, space hoppers.</p> <p>Children will collaborate to move large objects together.</p> <p>Fine Motor Children will explore large mark making to develop cross the midline movements. Using streamers, large drawings on the large paper table, chalking on the chalk numbers. Children will say yes and do their best to put their coats on, hang their bag and coats on their peg.</p> <p>Children will draw lines, circles and shapes to draw pictures</p>	<p>Gross Motor Children will be able to control a ball in different ways, throw and catch, stop the ball with their feet and kick a ball.</p> <p>Children will balance on a variety of equipment and climb. For example, the climbing frame, their own obstacle course (made with help if needed to challenge them) stilts.</p> <p>Children will land safely from a height they are comfortable with. Using to feet to land and bend their knees.</p> <p>Children to start taking part in some group activities which they make up for themselves or in teams. For example, make up their own superhero moves, children join in and play hide and seek or what's the time Mr wolf.</p> <p>Fine Motor Children will show preference for a dominant hand and handle scissors, pencil and glue effectively.</p> <p>Children will know how to zip up their coat.</p> <p>Children will draw a simple face with features. Hair, eyes, nose, ears, mouth.</p>	<p>Gross Motor Children will move safely with confidence and imagination.</p> <p>Children to continue taking part in some group activities which they make up for themselves or in teams. For example, duck duck goose, musical statues</p> <p>Children will make their own obstacle course to challenge themselves and their friends.</p> <p>Children to make obstacles for the bikes/trikes/cars to go around.</p> <p>Children will take part in Sports Day activities.</p> <p>Fine Motor Children will hold scissors using a thumbs up position and cut straight and curved line.</p> <p>Children will continue to zip up their coat if needed, but also put their own shoes and socks on, help get themselves dressed and undressed.</p> <p>Children will be able to draw a person adding features of a body, legs and</p>
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Taken from the development matters document.

Children will be able to use a spoon/ whisk to transfer ingredients or materials and to mix.

Children will begin to use the first 6 moves of dough disco. From book 1

Children will be able to use a knife to cut up fruit and bread, spread butter and jam.

Children will begin to use the first 12 moves of dough disco. From book 1

arms.

Children will be able to write their own name, with most of their letters correctly formed.

Children to be able to use a knife and fork cutting up fruit, playdough, spreading butter and jam on toast/crackers.

Children to pour their own drinks into a cup.

Children will be able to use some of the moves from book 2 during dough disco.

Gross Motor: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting, for example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan, for example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Fine Motor: Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle?

Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment

Scissor Grip Development

Jo Bailey with reference to Heather Greutman

(Growing Hands On Kids)

Children who are more confident or accomplished use a supinated grasp of the scissors, with their thumb up and finger below in the scissor holes. The non-dominant hand is also positioned in a supinated grasp to hold the paper rather than the pronated grasp of wrist with thumb down and palmer grasp of paper.

1.5-2yrs
Hold scissors:
 Learns to hold scissors often using both hands.

2-2.5yrs
Opens/Closes scissors:
 Learns how to open and close the scissors. (Remember thumbs up position). They are NOT ready to use them with paper. This is a great time to practise with play-dough, modelling clay, or continue to practise tearing paper.

Snips paper:
 Makes snips on paper, no forward motion on the paper. Opens and closes scissors with entire hand.

2'5-3yrs
Snips paper moving forward:
 Makes snips in paper and begins to move the scissors forward across a small piece of paper.

3-3.5yrs
Uses helping hand:
 Begins to use the 'helping hand' (non-dominant) to turn the paper whilst cutting. (Remember thumbs up position)

Cuts straight line:
 Can move the scissors along a straight line that is 6 inches long. Their accuracy is still a work in progress, with most cutting within ½ inch of the cutting line.

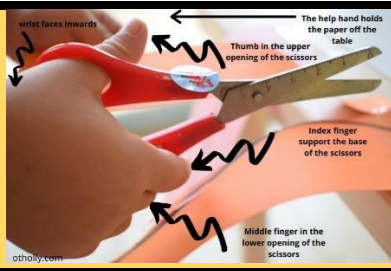
3.5-4yrs
Cuts straight line:
 Accuracy of straight line within ¼ inch.

Cuts curved line:
 Is able to cut on a curve line that is ¼ inch wide, staying within ¼ inch of the cutting line.

Cuts circles:
 Once a child has mastered curved lines, they are able to take on circle shapes of at least 6 inches in diameter. Their accuracy will start at around ½ inch from the cutting line and improve to ¼ inch from the cutting line as they continue to practise.

4.5-5yrs
Cuts square shape:
 Cuts out a square shape within ¼ inch from the cutting line.

5-6yrs
Cuts complex shapes:
 Can begin to cut out more complex shapes with good accuracy.



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Literacy



Comprehension
 Children will enjoy different types of print, signs, menus, logo's, Fiction, Non-Fiction, Poems, Songs and Rhymes.

Children enjoy favourite five books. (Exposing them to good quality text.)

Children will know how to hold books the correct way, what is the front cover and how to turn pages one at a time.

Word Reading
 Children to recognise own name. To self-register and to find own name labels to label work.

Children to spot and enjoy rhyming words.

Writing
 Children will begin to use the first 6 moves of dough disco. From book 1 Children will draw lines, circles and shapes to draw pictures. Children will explore large mark making to develop cross the midline movements. Using steamers, large drawings on the large paper table, chalking on the chalk numbers. Children begin to make marks for meaning. For letters in post office, Christmas cards.

Comprehension
 Children will learn that each book has an author and an illustrator and know what those terms mean.

Children will continue to enjoy the favourite five books. (Exposing them to good quality text.)

Children will know what the text is in a book and that we read from left to right.

Word Reading
 Children to clap syllables in their name.

Children to begin recognising words with the same initial sound such as money and mother. Children begin to learn phonological awareness. Learning the sounds of letters through the jolly phonics programme.

Children to spot and start to suggest rhyming words. By filling in the missing gaps of familiar rhyming books or rhymes.

Writing
 Children will begin to use the first 12 moves of dough disco. From book 1 Children will draw a simple face with features. Hair, eyes, nose, ears, mouth.

Children will show preference for a dominant hand and handle scissors, pencil and glue effectively. Children beginning to write letters in their name.

Comprehension
 Children will continue to enjoy the favourite five books. (Exposing them to good quality text.)

Children will know that sentences start with a capital letter and end with a full stop. They will understand what a word is, some words are longer than others and words always have a space before and after.

Word Reading
 Children to clap syllables in their name and other words.

Children to continue recognise words with the same initial sound such as money and mother. Children continue to learn phonological awareness. Learning the sounds of letters through the jolly phonics programme.

Children to spot and suggest rhyming words. Children will suggest alternative rhyming words to rhymes, rhyming books or match rhyming pairs.

Writing
 Children will be able to use some of the moves from book 2 during dough disco. Children will be able to draw a person adding features of a body, legs and arms. Children will be able to write their own name, with most of their letters correctly formed.

Pencil Grip Development

Jo Bailey with reference to Dena Bishop and OT Toolbox

4-6 months Palmer Grasp:
 Infants who are just learning to pick things up use the palmer grasp. This is also known as a raking grasp, where they rake the object into the palm of their hand.

9-10 months Pincer Grasp:
 Once children get a little bit older and begin to finger-feed you will start to see a pincer grasp develop. Ideally, what you want to see is a nice little circular opening in that grasp, as if you could slide a pencil in there. Learning the pincer grasp is essential because it is a precursor for a tripod grasp for handwriting.

12-18months Palmer Supinate Grasp:
 Pencil held in palm of hand. They do this by using their palm of their hand without little finger stability and it is likely that they're using their entire arm to move the pencil, with possibly some wrist movements.

2-3 years Digital pronate Grasp:
 This is where children begin to move the pencil into their fingers, but you will notice that it's done in kind of a backwards, upside down posture. Pronated grasp (wrist and thumb pointed downwards). Developmentally this is appropriate and no intervention is required.

3-4 years Quadripod Grasp:
 By this age you're going to want to see all fingers in on the pencil in a supinated (wrist up) grasp. They're no longer using the palm of their hand but their fingers to write with.

4-6 years Dynamic Tripod Grasp:
 Thumb and pointer finger hold the pencil as it rests on the last joint of the middle finger. Pencil movements occur via manipulation of the fingers and hand. Note that a true dynamic tripod grasp may not be established up until around 14 years of age. NB There are other mature functional grips that are also considered to be efficient (OT Toolbox).

Comprehension: Print has meaning. Print can have different purposes. We read English text from left to right and from top to bottom. The names of the different parts of a book. Page sequencing.

Word Reading: Spot and suggest rhymes. Count or clap syllables in a word. Recognise words with the same initial sound, such as money and mother. Engage in extended conversations about stories, learning new vocabulary

Writing: Use some of their print and letter knowledge in their early writing, for example, writing a pretend shopping list that starts at the top of the page, writing 'm' for mummy. Write some or all their name. Write some letters accurately.

Mathematics



Number

Children will have a fast recognition of up to 3 objects. (subitising)

Children will recite number up to 5, by singing number rhymes.

Children will know quantities using language 'more', 'less', 'fewer'.

Numerical Patterns

Children will use informal language like 'pointy', 'spotty' or 'blobs.'

Children will identify patterns around them.

Number

Children will have fast recognition of up to 3 objects. (Subitising) They will use this information to subitise large amounts by 'noticing', noticing 3,2,1 in the large amounts. Sometimes 'moving it to prove it'.

Children will learn five frames full/ not full. Using self-registration cards on the five frames.

Children will recite number past 5, by singing number rhymes.

Children will show 'finger numbers' to five.

Numerical Patterns

Extend and create a ABAB pattern.

Notice and correct an error pattern.

Number

Children will continue to will have fast recognition of up to 3 objects. (Subitising) They will use this information to subitise large amounts by 'noticing', noticing 3,2,1 in the large amounts. Sometimes 'moving it to prove it'.

Children will learn five frames full/ not full. Using self-registration cards on the five frames.

Children will continue to recite number past 5, by singing number rhymes.

Children will match a numeral to the right number of objects up to 5.

Numerical Patterns

Begin to describe a sequence of events, real or fictional. Using words as 'first' and 'then'

Begin to describe a sequence of events, real or fictional. Using words as 'first' and 'then'

Number: develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

(Numerical) Patterns: talk about and identify the patterns around them, for example, stripes on clothes or designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty' or 'blobs'. Extend and create ABAB patterns - stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

- experiment with their own symbols and marks as well as numerals
- solve real-world mathematical problems with numbers up to 5
- compare quantities using language 'more than' and 'fewer than'
- talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language such as:
 - sides
 - corners
 - straight
 - flat
 - round

- understand position through words alone, for example, "The bag is under the table," with no pointing
- describe a familiar route
- discuss routes and locations, using words like 'in front of' and 'behind'
- make comparisons between objects relating to size, length, weight and capacity
- select shapes appropriately such as flat surfaces for building or a triangular prism for a roof
- combine shapes to make new ones, for example, an arch or a bigger triangle

Understanding the World



History: Past and Present

Children will start to make sense of their own life story and family's history. (Parent power goes home to find out who is in the children family.) Children talk about their family.

Betsy/Bertie bear goes home with a child a week. The children discuss what they did, who they did it with in their family.

History: Past and Present

Children will continue to make sense of their own life story and family's history, through tapestry posts.

Betsy/Bertie bear goes home with a child a week. The children discuss what they did, who they did it with in their family.

History: Past and Present

Children will continue to make sense of their own life story and family's history, through tapestry posts, create a timeline of their life so far. Bring in pictures of them as a baby, as a 1-year-old, 2 year old. How have they changed, what is the same?

Betsy/Bertie bear goes home with a child a week. The children discuss what they did, who they did it with in their family.

Geography/RE: People, Culture and Communities

Children will know about features of the immediate environment.

Children will learn where they live (Colchester) what number they live at and the name of their road.

Children will post a letter to themselves and receive at home.

Children will know that there are different religious festivals within our school/local community. (Parent power)

Children will know what is special to them and their family. (Parent power)

Children will know about Diwali and how it is celebrated. Children who celebrate Diwali talk about (share tapestry post) about how they celebrate Diwali.

Children will know why we have fireworks on 5th November. Each child to share experiences.

Children will know why Christians celebrate Christmas. Children who celebrate Easter share how they celebrate Easter. Miss Suttentwood/ Mrs Hooker and Miss Carvalho share Christmas celebrations.

All children will take part in Nativity Christmas songs, telling the story of Christmas.

Children develop positive attitudes about differences between people.

Science: The Natural World

Children will know the names of key body parts including head, shoulders, knees, ankles, toes.

Children will know that this time of year is called Autumn/Winter Children will refer to the class calendar which season it is.

Children will use all their senses in hands on experiences of natural materials. Exploring materials with similar and/or different properties and the changes they notice. Children will talk about what they see, feel, smell and hear.

- Autumnal vegetables
- Magnets
- Water
- Sand
- Mud kitchen
- Cooking

Children will show interests of different occupations. Parent power about parents' jobs, to share on tapestry or come in and talk about their job. (Elliot's grandad talking about working for the railway.)

Geography/RE: People, Culture and Communities

Children will know why Chinese New Year (Lunar New Year).

Children will know there are different countries in the world and talk about the differences. (The Snowman video, contrasting UK with Antarctic)

Children will know that people in other countries may speak different languages.

Children will know why Christians celebrate Easter. Children who celebrate Easter share how they celebrate Easter. Miss Suttentwood/ Mrs Hooker and Miss Carvalho share Easter celebrations.

Science: The Natural World

Children will know that this time of year is called Winter/Spring. Children will refer to the class calendar which season it is.

Children will continue use all their senses in hands on experiences of natural materials. Exploring materials with similar and/or different properties and the changes they notice. Children to talk about what they see, feel, smell and hear. Adults to extend the vocabulary that the children know:

- Explore ice.
- Messy play.
- Cooking.
- Feed the birds.
- Making playdough

Geography/RE: People, Culture and Communities

Children will know that people in other countries may speak different languages.

Children will know there are different countries in the world and talk about the differences.

Children will know why Muslims celebrate Eid. Children who celebrate Eid to talk about how they celebrate. Mrs Miah and Mrs Elimrani to talk about how they celebrate Eid.

Science: The Natural World

Children will know that this time of year is called Spring/Summer. Children will refer to the class calendar which season it is.

Children will continue use all their senses in hands on experiences of natural materials. Exploring materials with similar and/or different properties. Children to talk about what they see, feel, smell and hear. Adults to extend the vocabulary that the children know. Model observational and investigational skills. Ask out loud "I wonder if..." Encourage children to use new vocabulary to discuss their findings and ideas :

- Science Week
- Cooking
- Messy play
- Plant sunflower seeds, vegetable seeds and care for growing plants.
- Observe changes in caterpillars knowing the life cycle of a caterpillar.

- Messy Play
- See- saw
- Swing
- Trikes, balance bike, scooters going up and down the hill.

Children will explore and ask questions about the natural world around them. (Parent power Autumn Walk checklist)

Children will begin to understand the need to respect and care for the natural environment and all living things. Noticing spider webs, Watering plants.

Children will explore and ask questions about the natural world around them. (Parent power Winter/Spring Walk checklist)

Children will continue to understand the need to respect and care for the natural environment and all living things. Feeding the birds to look after them.

Children will explore and ask questions about the natural world around them. (Parent power Summer Walk checklist)

Children will continue to understand the need to respect and care for the natural environment and all living things. Looking after caterpillars, insects, and plants that are growing.

Past and Present: Begin to make sense of their own life story and family's history. Show interest in different occupations

People, Culture and Communities: Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

The Natural World: Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar or different properties. Talk about what they see, using a wide vocabulary. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.

Expressive Arts and Design



Music: Being Imaginative and Expressive

Children will learn and sing nursery rhymes and routine songs of the day.

Children will experience listening to different types of music (morning music, dough disco)

Children will experiment with different instruments and their sounds.

Children will learn Christmas songs for nativity.

Pretend play/Small World Being Imaginative and Expressive

Children will begin to use pretend play with objects that represent what they look like.

Children will use the 'small worlds/Role play area, set up by adults to develop their pretend play.

Art & Design: Creating with Materials

Children will make marks with different tools (pencils, pens, paint, chalk, sand, gliiter, glue etc.) Giving meaning to marks they have made.

Children will name the primary colours and experiment mixing them.

Music: Being Imaginative and Expressive

Children will continue learn and sing nursery rhymes and routine songs of the day, number songs and jolly phonics songs.) by using their singing voice. Matching the pitch and melodic shape of the teacher.

Children will continue experience listening to different types of music (morning music, dough disco)

Children will learn how to play different instruments and the sounds they make.

Listen with increased attention to sounds. (Phonological awareness)

Pretend play/Small World Being Imaginative and Expressive

Children will continue to use pretend play beginning to represent an object even though they are not similar.

Children will begin to tell a story using role play props or small world equipment.

Children will begin to give ideas on how they want the 'small worlds/Role play area, set up by adults to develop their pretend play.

Art & Design: Creating with Materials

Children will draw a simple face with features. Hair, eyes, nose, ears, mouth.

Children use drawings to represent ideas like movement and noises of superheroes and transport.

Children will begin to know what mixing primary colours make. For example, blue and red make purple. Naming the secondary colours.

Music: Being Imaginative and Expressive

Children will continue learn and sing nursery rhymes and routine songs of the day, number songs and jolly phonics songs.) by using their singing voice. Matching the pitch and melodic shape of the teacher.

Children will continue experience listening to different types of music (morning music, dough disco)

Children will perform their music on the stage in front of their friends, to express their feelings and ideas.

Listen with increased attention to sounds. (Phonological awareness)

Pretend play/Small World Being Imaginative and Expressive

Children will continue to use pretend play using objects to represent something else even though they are not similar.

Children will develop complex stories using role play props or small world equipment.

Children will make imaginative and complex 'small worlds'/Role play areas.

Art & Design: Creating with Materials

Children will be able to draw a person adding features of a body, legs, and arms.

Children begin to show different emotions in their drawings and paintings.

Children will continue to know what mixing primary colours make. For example, blue and red make purple. Naming the secondary colours. Also, what adding white and black does to colours. Knowing the words lighter and

Children will experiment with different tools.
Children will safely explore different materials and joining techniques freely.

Children will join materials together to make props for Superheroes, cuffs, masks, making their own vehicles from constructions sets, making obstacle courses.

ART WORK IN THE STYLE OF 'Art Attack' giant art to work together. Transport vehicles. Giant Naughty Bus.

Colchester Zoo Rocks children paint rocks for Colchester Zoo 60th birthday celebrations.

darker.

ARTWORK IN THE STYLE OF Henri Matisse 'The Snail'

Creating with Materials: Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear. Explore colour and colour mixing. Show different emotions in their drawings - happiness, sadness, fear.

Being Imaginative and expressive: Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.