

# Early Years Curriculum Map 2023-24



<u>Term</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Nursery</u>	<p><u>Ourselves</u></p> <p>Ourselves &amp; Settling into our surroundings/ rules/ 5Cs/ getting comfortable</p>	<p><u>Celebrations</u></p> <p>Birthdays &amp; growing older/ Eid/ Diwali/ Christmas/ Hanukkah/ bonfire night/ Are we all the same?/ differences</p>	<p><u>Traditional tales</u></p> <p>Reading a range of stories/ exploring the meaning/ dressing up/ role play/ building confidence</p>	<p><u>Settings/ animals</u></p> <p>Dinosaurs/ Jungle/ Zoo/ Farm/ Antarctica/ space/ fantasy/ paradise/ beaches/ what lives here? How can we describe these settings?</p>	<p><u>Plants/ changes</u></p> <p>Environment/ seasons/ changes from baby to now/ family/ growing plants/ trees/ animals (baby &amp; adult)/ chicks, hatching eggs</p>	<p><u>Holidays/Journeys</u></p> <p>Journeys/ travel/ adventure/transport/ imagination/ climates/ countries/ map work/world/environments</p> <p><u>Transition to Reception</u></p>
<u>Reception</u>	<p><u>Rules / All about me</u></p> <p>Body parts/ likes, dislikes/senses/ family &amp; friends/ job aspirations when older/ class rules/ 5 Cs/ speaking/ strengths &amp; weaknesses/ behaviours/ pets</p>	<p><u>Looking after ourselves/ Around the world/Celebrations</u></p> <p>Hygiene/ washing hands/ showering/ brushing teeth/ eating lunches (school dinners)/ Asking for help/</p> <p>Exercise/ road safety/ healthy eating/ Are we all the same? / different/ Countries around the world(focus on cultural backgrounds of children)</p>	<p><u>Superheroes/ Transport</u></p> <p>Looking after the environment/ people who help us/ different types of transport/ teamwork/ playing co-operatively/ feelings/ sensitivity/ turn taking/ building different types of transport/ Past &amp; present</p>	<p><u>Scientific enquiry/habitats</u></p> <p>Changes/ melting &amp; freezing/ floating &amp; sinking/ magnetism/forces/ materials/ properties/ scientific experiments/ light &amp; dark/ Electricity/ habitats/ what animals live where?</p>	<p><u>Growing/changing</u></p> <p>Life cycles of animals/ plants &amp; trees/ humans / growing plants/ different habitats &amp; animals that live there/ Insects/ Animals/ (growing butterflies)/ planting seeds</p>	<p><u>Can we build it?/ Hot &amp; Cold/Imagination</u></p> <p>Looking at different countries/ comparing settings/ hot &amp; cold countries/ maps/ creating maps/ building habitats/ boats/ cars/ junk modelling</p> <p><u>Transition to Year 1</u></p>

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**Focus Books linked to Topics**

**Autumn 1**

**Nursery**

**Reception**

Characteristics of Effective Learning Focus: Playing and exploring

Characteristics of Effective Learning Focus: Playing and exploring

All about me

Ourselves & Settling into our surroundings/ rules/ 5Cs/ getting comfortable

Rules / All about me

Body parts/ likes, dislikes/senses/ family & friends/ job aspirations when older/ class rules/ 5 Cs/ speaking/ strengths & weaknesses/ behaviours/ pets

- I'm starting Nursery-The Big Steps
- Nursery Rhymes book
- Is this my nose ? by Georgie Birkett
- Wow said the Owl-Tim Hopgood
- Brown bear-Eric Carle
- One bear all alone-Caroline bucknall
- Where's my Teddy - Jez Alborough

- Family and me by michaela dias-hayes
- Bumble Bear-Nadia Shireen
- Monsters love colours by Mike Austin
- Kitchen Disco-Clare Foge
- Supermarket Zoo-Caryl Hart
- A bit lost-Chris Haughton
- Super duper you by Sophie Hen

**Trips:** Local area trip (Plaistow park), Police/ paramedic into visit school, NHS person in/ Oral health/

**Autumn 2**

Nursery		Reception	
<u>Characteristics of Effective Learning Focus:</u> Active Learning		<u>Characteristics of Effective Learning Focus:</u> Active Learning	
<u>Celebrations</u>		<u>Looking after ourselves/ Around the world/Celebrations</u>	
Birthdays & growing older/ Eid/ Diwali/ Christmas/ Hanukkah/ bonfire night/ Are we all the same?/ differences		Hygiene/ washing hands/ showering/ brushing teeth/ eating lunches (school dinners)/ Asking for help/  Exercise/ road safety/ healthy eating/ Are we all the same? / different/ Countries around the world(focus on cultural backgrounds of children)	
<ul style="list-style-type: none"> <li>● Happy Birthday Maisy-Lucy Cousins</li> <li>● So much-Trish Cooke</li> <li>● Celebration around the world</li> <li>● Tiger that came to Tea-Judith Kerr</li> <li>● Non-Fiction celebration books</li> <li>● The Nativity story by Usbourne</li> </ul>		<ul style="list-style-type: none"> <li>● The Birthday Invitation-lucy Rowland</li> <li>● Chapatti Moon-Pippa Goodhart</li> <li>● Billy's Bucket-Kes Gray ( swap with Hands hen)</li> <li>● Santa is coming to London-steve smallman</li> <li>● Mog's Christmas-Judith Kerr</li> <li>● We're going on an Elf Chase -Martha Mumford</li> <li>●</li> </ul>	
Trips: Nature reserve/Cable Cars, Visit Local Gurdwara, Visit Local Church			
Spring 1			
Nursery		Reception	
<u>Characteristics of Effective Learning Focus:</u> Playing and Exploring , Active Learning		<u>Characteristics of Effective Learning Focus:</u> Playing and Exploring , Active Learning	
<u>Traditional tales</u>		<u>Superheroes/ Transport</u>	
Reading a range of stories/ exploring the meaning/ dressing up/ role play/ building confidence		Looking after the environment/ people who help us/ different types of transport/ teamwork/ playing co-operatively/ feelings/ sensitivity/ turn taking/ building different types of transport/ Past & present	
<ul style="list-style-type: none"> <li>● Little Red Riding Hood-Andrea Pertlik</li> <li>● The Gingerbread Man-Catherine McCafferty</li> <li>● Goldilocks and the Three Bears-Mara Alperin</li> <li>● The Three Little Pigs-Mara Alperin</li> </ul>		<ul style="list-style-type: none"> <li>● Supertato-Sue Hendra-Rakuten Kobo</li> <li>● Superchimp-Giles Paley-Phillips</li> <li>● Elliot, midnight superhero-Anne Cottringer</li> <li>● No Bot-Paul Linnet</li> </ul>	

<ul style="list-style-type: none"> <li>• The Three Billy Goats Gruff-Mara Alperin</li> <li>• Jack and the Beanstalk-Mara Alperin</li> </ul>	<ul style="list-style-type: none"> <li>• Aliens love underpants-Claire Freedman</li> <li>• Super daisy- Kes Gray &amp; Nick Sharratt</li> </ul>
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**Trips:** Pizza express & Transport museum, Road safety Talk, Traffic Survey Visit Local Buddhist Centre

**Spring 2**

Nursery	Reception
<b>Characteristics of Effective Learning Focus:</b> Active Learning Creating and Thinking Critically	<b>Characteristics of Effective Learning Focus:</b> Active Learning Creating and Thinking Critically
<u>Settings/ animals</u>	<u>Scientific enquiry/habitats</u>
Dinosaurs/ Jungle/ Zoo/ Farm/ Antarctica/ space/ fantasy/ paradise/ beaches/ what lives here? How can we describe these settings?	Changes/ melting & freezing/ floating & sinking/ magnetism/ materials/ properties/ scientific experiments/ light & dark/ Electricity/ habitats/ what animals live where?
<ul style="list-style-type: none"> <li>• Walking through the jungle- Julie Lacombe</li> <li>• Farmer duck</li> <li>• Owl babies</li> <li>• Handa’s Surprise-Eileen Browne</li> <li>• The Gruffalo-Julia Donaldson</li> </ul>	<ul style="list-style-type: none"> <li>• One day on our blue planet-Ella Bailey</li> <li>• Rainbow Fish-Marcus Pfister</li> <li>• Yucky worms – Vivian French</li> <li>• We’re going on a bear hunt-Michael Rosen</li> <li>• Handa’s Hen by Eileen Browne</li> <li>• Orion and the dark-Emma Yarlett</li> <li>• Mama Built a Little Nest by Jennifer Ward</li> </ul>

**Trips:** Chick Eggs, Visit Mudchute Farm, Nursery – local park

**Summer 1**

Nursery	Reception
<b>Characteristics of Effective Learning Focus:</b> Active Learning Creating and Thinking Critically	<b>Characteristics of Effective Learning Focus:</b> Active Learning Creating and Thinking Critically

<p style="text-align: center;"><b><u>Plants/ changes</u></b></p> <p>Environment/ seasons/ changes from baby to now/ family/ growing plants/ trees/ animals (baby &amp; adult)/ chicks, hatching eggs</p>	<p style="text-align: center;"><b><u>Growing/changing</u></b></p> <p>Life cycles of animals/ plants &amp; trees/ humans / growing plants/ different habitats &amp; animals that live there/ Insects/ Animals/ (growing butterflies)/ planting seeds</p>
<ul style="list-style-type: none"> <li>● Rosa's big sunflower experiment by Jessica Spanyol</li> <li>● The Surprise garden-Zoe Hall</li> <li>● The Hungry Caterpillar -Eric Carle</li> <li>● Jaspers Beanstalk-Nick Butterworth</li> <li>● Once there were giants by Martin Waddell</li> <li>● When I grow up - Julie Chen</li> </ul>	<ul style="list-style-type: none"> <li>● Olivers Vegetables-Alison Bartlet</li> <li>● The Teeny Weeny Tadpole-Sheridan Cain</li> <li>● The Crunching Munching Caterpillar-Sheridan Cain</li> <li>● The Very Greedy Bee-Steve Smallman</li> <li>● The Enormous Turnip-Aleksey Tolstoy</li> <li>● What the ladybird heard - Julia Donaldson</li> </ul>

**Trips:** Gruffalo trail, Nursery- Discovery centre, Visit the Science museum, Mudchute farm

## Summer 2

<b><u>Nursery</u></b>	<b><u>Reception</u></b>
<p><b><u>Characteristics of Effective Learning Focus:</u></b> Creating and Thinking Critically</p>	<p><b><u>Characteristics of Effective Learning Focus:</u></b> Creating and Thinking Critically</p>
<p style="text-align: center;"><b><u>Holidays/Journeys</u></b></p> <p>Journeys/ travel/ adventure/transport/ imagination/ climates/ countries/ world/environments</p> <p style="text-align: center;"><b><u>Transition to Reception</u></b></p>	<p style="text-align: center;"><b><u>Can we build it?/ Hot &amp; Cold/Imagination</u></b></p> <p>Looking at different countries/ comparing settings/ hot &amp; cold countries/ maps/ creating maps/ building habitats/ boats/ cars/ junk modelling</p> <p style="text-align: center;"><b>Transition to Year 1</b></p>

<ul style="list-style-type: none"> <li>• Maisy goes on holiday-Lucy Cousins</li> <li>• Mr Grumpy's outing-John Burningham</li> <li>• The Train Ride-June Crebbin</li> <li>• Whatever Next-Jill Murphy</li> <li>• My cat likes to hide in boxes</li> <li>• Duck in a Truck-Jez Alborough</li> <li>• The snail and the whale – Julia Donaldson</li> </ul>	<ul style="list-style-type: none"> <li>• Harry and the Dinosaurs got to Australia-Ian Whybrow</li> <li>• Who sank the boat-Pamela Allen</li> <li>• Pirates love underpants-Colin Freedman</li> <li>• Mae among the stars by Roda Ahmed</li> <li>• Nimesh the Adventurer by Ranjit Singh</li> <li>• Lost and found-Oliver Jeffers</li> <li>• Oh the places you'll go -Dr Seuss</li> </ul>
<p>Trips: Beach (Nursery carnival) <b>Transition into reception</b></p> <p>Visit to Olympic park</p>	

## Early Years Characteristics of Learning and Areas of Learning.

Characteristics of Learning	Prime Areas	Specific Areas
<p><b>Playing and exploring – engagement</b></p> <ul style="list-style-type: none"> <li>• Playing and exploring- children investigate and experience things, and ‘Have a go’</li> <li>• Make choices and explore different materials</li> <li>• Plan and think ahead</li> <li>• Guide their own thinking and actions</li> <li>• Make independent choices</li> <li>• Bring in own interests</li> <li>• Respond to new experiences</li> </ul> <p><b>Active learning – motivation</b></p> <ul style="list-style-type: none"> <li>• Participate in routines</li> </ul>	<p><b>Communication &amp; Language:</b></p> <ul style="list-style-type: none"> <li>• Listening and attention and understanding</li> <li>• Speaking</li> </ul> <p><b>Personal, social, and emotional development</b></p> <ul style="list-style-type: none"> <li>• Self-regulation</li> <li>• Managing self</li> </ul>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Word reading</li> <li>• writing</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Numerical patterns</li> </ul>

<ul style="list-style-type: none"> <li>● Show goal-directed behaviour</li> <li>● Use a range of strategies to reach a goal</li> <li>● Begin to correct their mistakes</li> <li>● Keep on trying</li> </ul> <p><b>Reasoning and thinking critically – thinking</b></p> <ul style="list-style-type: none"> <li>● Making links</li> <li>● Reviewing progress</li> <li>● Understanding different perspectives</li> <li>● Controlling attention</li> </ul>	<p><b>Physical development:</b></p> <ul style="list-style-type: none"> <li>● Gross motor skills</li> <li>● Fine motor skills</li> </ul>	<p><b>Understanding of the world</b></p> <ul style="list-style-type: none"> <li>● Past &amp; present</li> <li>● People, culture, and communities</li> <li>● The natural world</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>● Creating materials</li> <li>● Being imaginative and expressive</li> </ul>
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**Autumn**

Area of Learning	Nursery	Reception
<p><b>PRIME</b></p> <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> <li>● Self-regulation</li> <li>● Managing self</li> <li>● Building relationships</li> </ul>	<ul style="list-style-type: none"> <li>● Select and use activities and resources, with help when needed.</li> <li>● Develop their sense of responsibility and membership of a community.</li> <li>● Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>● Show more confidence in new social situations.</li> </ul>	<ul style="list-style-type: none"> <li>● See themselves as a valuable individual.</li> <li>● Build constructive and respectful relationships.</li> <li>● Express their feelings and consider the feelings of others.</li> </ul>
<p><b>PRIME</b></p> <p>Communication and Language</p> <ul style="list-style-type: none"> <li>● Listening and attention and understanding</li> <li>● Speaking</li> </ul>	<ul style="list-style-type: none"> <li>● See themselves as a valuable individual.</li> <li>● Build constructive and respectful relationships.</li> <li>● Express their feelings and consider the feelings of others.</li> <li>● Enjoy listening to longer stories and can remember much of what happens.</li> <li>● Pay attention to more than one thing at a time, which can be difficult.</li> <li>● Sing a large repertoire of songs.</li> <li>● Start a conversation with an adult or a friend and continue it for many turns.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand how to listen carefully and why listening is important.</li> <li>● Learn new vocabulary.</li> <li>● Use new vocabulary through the day</li> <li>● Engage in storytimes.</li> <li>● Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>● Engage in non-fiction books.</li> <li>●</li> </ul>

<p><b>PRIME</b></p> <p>Physical Development</p> <ul style="list-style-type: none"> <li>Gross motor skills</li> <li>Fine motor skills</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>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.</li> </ul> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <ul style="list-style-type: none"> <li>Start eating independently and learning how to use a knife and fork.</li> <li>Show a preference for a dominant hand</li> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li> <li>Progress towards a more fluent style of moving, with developing control and grace</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> </ul>
<p><b>SPECIFIC</b></p> <p>Literacy</p> <ul style="list-style-type: none"> <li>Comprehension</li> <li>Word reading</li> <li>writing</li> </ul>	<ul style="list-style-type: none"> <li>Understand the five key concepts about print: - 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</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> </ul>
<p><b>SPECIFIC</b></p> <p>Maths</p> <ul style="list-style-type: none"> <li>Number</li> <li>Numerical patterns</li> </ul>	<ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</li> <li>Show 'finger numbers' up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> </ul>	<ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> <li>Subitise.</li> <li>Link the number symbol (numeral) with its cardinal number value</li> <li>Count beyond ten.</li> </ul>
<p><b>SPECIFIC</b></p> <p>Understanding the World</p> <ul style="list-style-type: none"> <li>Past &amp; present</li> <li>People, culture, and communities</li> <li>The natural world</li> </ul>	<ul style="list-style-type: none"> <li>Use all their senses in hands on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Show interest in different occupations.</li> <li>Explore how things work.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Comment on images of familiar situations in the past.</li> <li>Understand that some places are special to members of their community.</li> <li>Explore the natural world around them</li> <li>Describe what they see, hear and feel whilst outside.</li> </ul>
<p><b>SPECIFIC</b></p> <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> <li>Creating materials</li> <li>Being imaginative and expressive</li> </ul>	<ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Listen with increased attention to sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>



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# Spring

Area of Learning	Nursery	Reception
<p><b>PRIME</b></p> <p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>● Self-regulation</li> <li>● Managing self</li> <li>● Building relationships</li> </ul>	<ul style="list-style-type: none"> <li>● Play with one or more other children, extending and elaborating play ideas.</li> <li>● Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>● Increasingly follow rules, understanding why they are important.</li> </ul>	<ul style="list-style-type: none"> <li>● Show resilience and perseverance in the face of challenge.</li> <li>● Identify and moderate their own feelings socially and emotionally.</li> </ul>
<p><b>PRIME</b></p> <p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>● Listening and attention and understanding</li> <li>● Speaking</li> </ul>	<ul style="list-style-type: none"> <li>● Know many rhymes, be able to talk about familiar books, and be able to tell a long story</li> <li>● Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li> <li>● 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’.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask questions to find out more and to check they understand what has been said to them.</li> <li>● Articulate their ideas and thoughts in well-formed sentences</li> <li>● Connect one idea or action to another using a range of connectives.</li> <li>● Describe events in some detail.</li> <li>● Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>● Develop social phrases.</li> <li>● Listen to and talk about stories to build familiarity and understanding.</li> <li>● Learn rhymes, poems and songs.</li> </ul>
<p><b>PRIME</b></p> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>● Gross motor skills</li> <li>● Fine motor skills</li> </ul>	<ul style="list-style-type: none"> <li>● Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>● Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>● Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>● Use a comfortable grip with good control when holding pens and pencils.</li> <li>● Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> </ul>	<ul style="list-style-type: none"> <li>● 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</li> <li>● 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.</li> <li>● Develop overall body-strength, balance, co-ordination and agility.</li> <li>● Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>● Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>● Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>● Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</li> <li>●</li> </ul>
<p><b>SPECIFIC</b></p> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>● Comprehension</li> <li>● Word reading</li> <li>● writing</li> </ul>	<ul style="list-style-type: none"> <li>● Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</li> <li>● 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.</li> <li>● Write some or all of their name.</li> </ul>	<ul style="list-style-type: none"> <li>● Read a few common exception words matched to the school’s phonic programme</li> <li>● Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>● Form lower-case and capital letters correctly.</li> <li>● Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>

<p><b>SPECIFIC</b></p> <p>Maths</p> <ul style="list-style-type: none"> <li>● <b>Number</b></li> <li>● <b>Numerical patterns</b></li> </ul>	<ul style="list-style-type: none"> <li>● Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>● Solve real world mathematical problems with numbers up to 5.</li> <li>● Compare quantities using language: 'more than', 'fewer than'.</li> <li>● Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>● Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>● Describe a familiar route.</li> <li>● Discuss routes and locations, using words like 'in front of' and 'behind'</li> <li>● Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc</li> <li>● Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> </ul>	<ul style="list-style-type: none"> <li>● Compare numbers.</li> <li>● Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>● Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>● Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>● Continue, copy and create repeating patterns.</li> </ul>
<p><b>SPECIFIC</b></p> <p>Understanding the World</p> <ul style="list-style-type: none"> <li>● <b>Past &amp; present</b></li> <li>● <b>People, culture, and communities</b></li> <li>● <b>The natural world</b></li> </ul>	<ul style="list-style-type: none"> <li>● Talk about what they see, using a wide vocabulary.</li> <li>● Begin to make sense of their own life-story and family's history.</li> <li>● Plant seeds and care for growing plants.</li> <li>● Explore and talk about different forces they can feel.</li> <li>● Talk about the differences between materials and changes they notice.</li> </ul>	<ul style="list-style-type: none"> <li>● Compare and contrast characters from stories, including figures from the past.</li> <li>● Draw information from a simple map.</li> <li>● Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>● Understand the effect of changing seasons on the natural world around them.</li> <li>● Create collaboratively, sharing ideas, resources and skills.</li> <li>● Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul>
<p><b>SPECIFIC</b></p> <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> <li>● <b>Creating materials</b></li> <li>● <b>Being imaginative and expressive</b></li> </ul>	<ul style="list-style-type: none"> <li>● Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>● Join different materials and explore different textures.</li> <li>● Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>● Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>● Use drawing to represent ideas like movement or loud noises.</li> <li>● Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>● Explore colour and colour mixing.</li> <li>● Show different emotions in their drawings – happiness, sadness, fear etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Create collaboratively, sharing ideas, resources and skills.</li> <li>● Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul>

# Summer

Area of Learning	Nursery	Reception
<p><b>PRIME</b></p> <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> <li>• Self-regulation</li> <li>• Managing self</li> <li>• Building relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts</li> <li>• Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li> <li>• Understand gradually how others might be feeling.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs.</li> </ul>
<p><b>PRIME</b></p> <p>Communication and Language</p> <ul style="list-style-type: none"> <li>• Listening and attention and understanding</li> <li>• Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> <li>• Use longer sentences of four to six words.</li> <li>• 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.</li> <li>• Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</li> </ul>	<ul style="list-style-type: none"> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
<p><b>PRIME</b></p> <p>Physical Development</p> <ul style="list-style-type: none"> <li>• Gross motor skills</li> <li>• Fine motor skills</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</li> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• 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</li> <li>•</li> </ul>
<p><b>SPECIFIC</b></p> <p>Literacy</p> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Word reading</li> <li>• writing</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Write some letters accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>
<p><b>SPECIFIC</b></p> <p>Maths</p> <ul style="list-style-type: none"> <li>• Number</li> </ul>	<ul style="list-style-type: none"> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>•</li> <li>• Combine shapes to make new ones - an arch, a bigger triangle etc.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Notice and correct an error in a repeating pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for numbers 0–10.</li> <li>• Compare length, weight and capacity</li> </ul>

<ul style="list-style-type: none"> <li>Numerical patterns</li> </ul>	<ul style="list-style-type: none"> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>	
<p><b>SPECIFIC</b></p> <p>Understanding the World</p> <ul style="list-style-type: none"> <li>Past &amp; present</li> <li>People, culture, and communities</li> <li>The natural world</li> </ul>	<ul style="list-style-type: none"> <li>Understand the key features of the life cycle of a plant and an animal</li> <li>Continue developing positive attitudes about the differences between people.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ul>
<p><b>SPECIFIC</b></p> <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> <li>Creating materials</li> <li>Being imaginative and expressive</li> </ul>	<ul style="list-style-type: none"> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Remember and sing entire songs</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs, or improvise a song around one they know.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Develop storylines in their pretend play.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>

## End of Reception- Early Learning Goals

Personal, Social and emotional development			Physical development		Communication and language	
Self-regulation	Managing self	Building relationships	Fine motor	Gross motor	Listening, attention & understanding	Speaking
<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>	<p>Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>

Literacy			Maths		Understanding the World			Expressive Arts and design	
Comprehension	Word reading	Writing	Number	Numerical Patterns	Past & Present	People, culture and communities	The natural world	Creating with materials	Being imaginative and expressive
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	- Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.	Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	- Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	- Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.	- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	- Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.	- Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music