

Respect. Confidence. Support. Friendship. Kindness. Being Safe. Honesty. Happiness



Richmond Hill Primary School



‘Our children are at the heart of everything we do.’

Early Years Curriculum Overview

Respect. Confidence. Support. Friendship. Kindness. Being Safe. Honesty. Happiness

Communication and Language			
	Nursery 2s	Nursery 3s	Reception
Autumn	<ul style="list-style-type: none"> All About Me Our Values Makaton Celebrations World Nursery Rhyme Week <p>5 favourite books:</p> <ul style="list-style-type: none"> The colour monster, Oh Dear, The zoopermarket, Big red bath (FICTION) Little People Big Dreams Jane Goodall, Little People Big Dreams Amelia Earhart (NON-FICTION) Hooray for fish, Big book of Nursery Rhymes (POETRY) <p>Children understand single words in context such as milk, cup, toy Childre have general focus on an activity of their choice</p>	<ul style="list-style-type: none"> All About Me Our Values Makaton Celebrations World Nursery Rhyme Week Week <p>5 favourite books:</p> <ul style="list-style-type: none"> Dear zoo, Hug, Little rabbit foo foo, Brown Bear Brown Bear what do you see? Meg and Mog, Leaf Man (FICTION) Little People Big Dreams Aretha Franklin, Little People Big Dreams Stephen Hawking (NON-FICTION) Goodnight moon, The Puffin Book of fantastic first poems (POETRY) <p>Children use a wide range of vocabulary Children pay attention to more than one thing at a time</p>	<ul style="list-style-type: none"> All About Me Our Values Makaton Celebrations World Nursery Rhyme Week <p>5 favourite books:</p> <ul style="list-style-type: none"> Biscuit bear, Rainbow fish, Owl babies, Giraffes can't dance, funny bones, Spinderella, there's a monster in my book, were going on a bear hunt (FICTION) Little People Big Dreams Ada Lovelace, Little People Big Dreams Mary Anning (NON-FICTION) The Gruffalo, Out and about – a collection of poems (POETRY) <p>Children listen to stories intently and can talk about them Children learn and use new vocabulary, including asking purposeful questions</p>
Spring	<ul style="list-style-type: none"> Chatting with children Makaton <p>5 favourite books:</p>	<ul style="list-style-type: none"> Chatting with children Makaton 	<ul style="list-style-type: none"> Chatting with children Makaton Under the sea

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	<ul style="list-style-type: none"> • Come on Daisy, Don't wake the bear hare, Just like Jasper, Three Little Pigs (FICTION) • Little People Big Dreams David Attenborough, Little People Big Dreams Bowie (NON-FICTION) • Don't put your fingers in the jelly Nelly (POETRY) <p>Children understand simple instructions Children begin to make themselves understood, saying how they are feeling using both words and actions</p>	<p>5 favourite books:</p> <ul style="list-style-type: none"> • The train ride, Peace at last, The tiny seed, Each peach pear plum, Cinderella, Avocado Baby, Guess how much I love you (FICTION) • Little People Big Dreams David Attenborough, Guess what is growing inside the egg (NON-FICTION) • Playtime Rhymes (POETRY) <p>Children use longer sentences with increased accuracy Children develop an understanding of 'why questions' Children can follow instructions with more parts</p>	<ul style="list-style-type: none"> • Spring Life • Drawing Club <p>5 favourite books:</p> <ul style="list-style-type: none"> • The magic paintbrush, Rosie's walk, Here we are, Hans Christian Anderson Tales, The hungry caterpillar, The tiny seed (FICTION) • Little People Big Dreams Dolly Parton, Little People Big Dreams Wilma Rudolph (NON-FICTION) • The snail and the whale, Out and about – a collection of poems (POETRY) <p>Children predict what will happen in stories and events Children can articulate their ideas and thoughts in well formed sentences, including using 'and' and 'because'</p>
<p>Summer</p>	<ul style="list-style-type: none"> • Chatting with children • Makaton • People who help us <p>5 favourite books:</p> <ul style="list-style-type: none"> • Where's spot? Poo in the zoo, Mr Grumpy's outing, Night monkey day monkey (FICTION) • Little People, Big Dreams Rosa Parks, Little People Big Dreams Muhammad Ali (NON-FICTION) • Rumble in the jungle (POETRY) 	<ul style="list-style-type: none"> • Chatting with children • Makaton • People who help us <p>5 favourite books:</p> <ul style="list-style-type: none"> • Monkey puzzle, The tiger who came to tea, Slowly, slowly, slowly said the sloth, The proudest blue, dogger, Goldilocks and the three bears, Oi dog, It's a no money day (FICTION) • Little People Big Dreams Zaha Hadid, Little People Big Dreams Rudolph Nureyev (NON-FICTION) 	<ul style="list-style-type: none"> • Chatting with children • Makaton • Traditional Tales • People who help us • Drawing Club <p>5 favourite books:</p> <ul style="list-style-type: none"> • Handa's surprise, My pet star, Tango makes three, Whatever next, George saved the world by lunchtime, Terrific trains, Blast off (FICTION)

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	<p>Children start to develop their level of conversation in pretend play Children begin to use clear speech to express their needs</p>	<p>Children express their point using words and actions Children can start a conversation to organise play with their peers</p>	<ul style="list-style-type: none"> • Little People Big Dreams Marcus Rashford, Little People Big Dreams Captain Tom (NON-FICTION) • Out and about – a collection of poems (POETRY) <p>Children can recount and tell stories and events in order, including non-fiction, using new vocabulary Children use talk to organise thinking and work out problems and offer explanations</p>
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Early Learning Goals (ELG) – Communication and Language

Listening, attention and understanding

- 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

Speaking

- 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

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Personal, Social and Emotional Development			
	Nursery 2s	Nursery 3s	Reception
Autumn	<ul style="list-style-type: none"> • Being Me in My World • Celebrating difference <p>Children play with increasing confidence, on their own and alongside other children, sometimes needing adult support</p> <p>Children express a wide range of emotions such as happy and sad</p>	<ul style="list-style-type: none"> • Being Me in My World • Celebrating difference <p>Children play with one or more children to extend and elaborate on their ideas</p> <p>Children recognise rules and routines</p> <p>Children show more confidence in new situations and new routines</p>	<ul style="list-style-type: none"> • Being Me in My World • Celebrating difference <p>Children build positive relationships with others</p> <p>Children follow, understand and remember the need for new rules and routines</p> <p>Children are supported to manage their own needs</p>
Spring	<ul style="list-style-type: none"> • Dreams and Goals • Relationships <p>Children begin to develop relationships with other children</p> <p>Children begin to talk about and manage their emotions</p>	<ul style="list-style-type: none"> • Dreams and Goals • Relationships <p>Children develop ways to understand the importance of turn taking, sharing and are able to resolve conflicts</p> <p>Children to develop a sense of responsibility to follow rules and routines</p> <p>Children develop independence in meeting their own care needs, such as putting on their own coat/shoes</p>	<ul style="list-style-type: none"> • Dreams and Goals • Relationships <p>Children develop respectful relationships and consider others feelings</p> <p>Children develop resilience and perseverance in new situations</p> <p>Children can manage their own needs</p>
Summer	<ul style="list-style-type: none"> • Healthy Me • Changing Me <p>Children play with increasing confidence, collaborating with others</p> <p>Children talk about and explore their emotions in a more elaborate way</p>	<ul style="list-style-type: none"> • Healthy Me • Changing Me <p>Children use a range of strategies to resolve conflicts with others</p> <p>Children follow, understand and remember the need for rules and routines</p> <p>Children display increasing independence in care needs and making healthy choices</p>	<ul style="list-style-type: none"> • Healthy Me • Changing Me <p>Children build co-operative relationships, considering the perspective of adults and peers</p> <p>Children are confident to work towards and achieve their goals</p>

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			Children display independence in managing their own care needs and are able to make healthy choices
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Early Learning Goals (ELG) – Personal, Social and Emotional Development

Self-Regulation

- 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 actions or ideas

Managing self

- 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

Building relationships

- 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

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Physical Development			
	Nursery 2s	Nursery 3s	Reception
Autumn	<ul style="list-style-type: none"> • Funky Fingers • Dough Disco • Outdoor Play • Dance/Movement <p>Children begin to move to music, showing control of their body</p> <p>Children begin to use cutlery with modelled support and are encouraged to sit at the table to eat</p> <p>Children begin to explore a range of tools, such as scissors, paintbrushes, tweezers etc</p>	<ul style="list-style-type: none"> • Funky Fingers • Dough Disco • Active Learning • Weekly Yoga • Forest School • Outdoor Play <p>Children continue to develop their movement, balance and riding skills</p> <p>Children use a knife and fork with increased confidence and sit at a table to eat for an increased amount of time</p> <p>Children begin to use one handed tools with confidence such as mark making tools and scissors</p>	<ul style="list-style-type: none"> • Get Set for PE – Introduction to PE • Get Set for PE – Ball Skills • Funky Fingers • Dough Disco • Active Learning • Weekly Yoga • Forest School • Outdoor Play <p>Children build upon earlier ways of moving to have more control</p> <p>Children develop their fine motor skills to use a range of tools competently and safely</p>
Spring	<ul style="list-style-type: none"> • Funky Fingers • Dough Disco • Outdoor Play • Dance/Movement <p>Children develop their bodies to move in different ways</p> <p>Children use cutlery using modelled support and sit at the table to eat</p>	<ul style="list-style-type: none"> • Moving2Write • Funky Fingers • Dough Disco • Active Learning • Weekly Yoga • Forest School • Outdoor Play <p>Children develop the ability to create team game activities with their peers</p>	<ul style="list-style-type: none"> • Get Set for PE – Dance • Get Set for PE – Fundamentals • Funky Fingers • Dough Disco • Active Learning • Weekly Yoga • Forest School • Outdoor Play

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	Children continue to develop their fine motor skills using a range of tools such as paintbrushes, pens etc.	Children are more independent using a knife and fork and sit at the table to eat Children develop the use of tools in a comfortable grip with more control	Children develop core muscle strength to achieve good posture for developing their fine motor skills Children develop the foundation of skills for writing through the use of fine motor skills
Summer	<ul style="list-style-type: none"> • Funky Fingers • Dough Disco • Outdoor Play • Healthy Eating • Dance/Movement <p>Children use large and small motor movements to develop their skills With increased confidence children use cutlery most of the time while sitting at the table Children begin to confidently use a wide variety of tools such as pens, tweezers, paintbrushes, chalk etc</p>	<ul style="list-style-type: none"> • Moving2Write • Funky Fingers • Dough Disco • Active Learning • Weekly Yoga • Sports Day • Healthy Eating • Forest School • Outdoor Play <p>Children confidently collaborate with others in team challenges and group play Children confidently select their own equipment Children confidently use a knife and fork and sit at the table to eat Children use a dominant hand with increased accuracy using a variety of tools</p>	<ul style="list-style-type: none"> • Get Set for PE – Gymnastics • Get Set for PE – Games • Sports Day • Funky Fingers • Dough Disco • Active Learning • Weekly Yoga • Forest School • Outdoor Play • Healthy Eating • Pedal and Scoot <p>Children confidently use a range of movements to develop overall body strength with increased coordination Children confidently use tools for writing, creating, cutting and eating</p>
<p>Early Learning Goals (ELG) – Physical Development</p>			
<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others 			

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- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of tools, including scissors, paintbrushes and cutlery
- Begin to show accuracy and care when drawing

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Literacy			
	Nursery 2s	Nursery 3s	Reception
Autumn	<ul style="list-style-type: none"> World Nursery Rhyme Week Phase 1 Phonics Mark Making Reading/Writing/Mark Making activities linked to weekly topics Letters to Santa <p>5 favourite books:</p> <ul style="list-style-type: none"> The colour monster, Oh Dear, The zoopermarket, Big red bath (FICTION) Little People Big Dreams Jane Goodall, Little People Big Dreams Amelia Earhart (NON-FICTION) Hooray for fish, Big book of Nursery Rhymes (POETRY) <p>Children begin to listen and focus on different sounds and be able to identify them – environmental, animal, instruments</p> <p>Children begin to notice some print</p> <p>Children begin to listen to stories and have favourite books to read with adults</p> <p>Children begin to use marks in different areas and sometimes give meaning to these</p>	<ul style="list-style-type: none"> World Nursery Rhyme Week Phase 1 Phonics Mark Making Reading/Writing/Mark Making activities linked to weekly topics Letter to Santa <p>5 favourite books:</p> <ul style="list-style-type: none"> Dear zoo, Hug, Little rabbit foo foo, Brown Bear Brown Bear what do you see? Meg and Mog, Leaf Man (FICTION) Little People Big Dreams Aretha Franklin, Little People Big Dreams Stephen Hawking (NON-FICTION) Goodnight moon, The Puffin Book of fantastic first poems (POETRY) <p>Children begin to discriminate some individual sounds</p> <p>Children begin to recognise the purpose of print in books and that it has meaning</p> <p>Children begin to use marks to represent writing</p> <p>Children begin to recognise the different parts of a book</p> <p>Children begin to tell simple stories, involving real life events and some imaginary situations</p>	<ul style="list-style-type: none"> World Nursery Rhyme Week Read, Write, Inc – Set 1 A/B (Oral Blending) Name Writing Reading/Writing/Mark Making activities linked to weekly topics Letters to Santa Drawing Club <p>5 favourite books:</p> <ul style="list-style-type: none"> Biscuit bear, Rainbow fish, Owl babies, Giraffes can't dance, funny bones, Spinderella, there's a monster in my book, were going on a bear hunt (FICTION) Little People Big Dreams Ada Lovelace, Little People Big Dreams Mary Anning (NON-FICTION) The Gruffalo, Out and about – a collection of poems (POETRY) <p>Children begin to read and blend set 1 sounds from Read, Write, Inc.</p> <p>Children begin to segment and blend sounds to read words</p> <p>Children begin to read some tricky words by sight</p> <p>Children write some letters using the correct formation</p>

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			<p>Children begin to write some simple words with support</p> <p>Children begin to sequence a simple story using pictures and story maps</p> <p>Children begin to create their own versions of stories</p>
Spring	<ul style="list-style-type: none"> Phase 1 Phonics Mark Making Reading/Writing/Mark Making activities linked to weekly topics <p>5 favourite books:</p> <ul style="list-style-type: none"> Come on Daisy, Don't wake the bear hare, Just like Jasper, Three Little Pigs (FICTION) Little People Big Dreams David Attenborough, Little People Big Dreams Bowie (NON-FICTION) Don't put your fingers in the jelly Nelly (POETRY) <p>Children develop their ability to listen to different sounds and recognise what is creating them</p> <p>Children develop the ability to create different sounds with their voices, bodies and instruments</p> <p>Children develop their understanding of print – recognising logos, familiar signs, names etc</p>	<ul style="list-style-type: none"> Read, Write, Inc – Set 1 A (Oral Blending) Mark Making Name Writing Reading/Writing/Mark Making activities linked to weekly topics Letter Formation Story Dough <p>5 favourite books:</p> <ul style="list-style-type: none"> The train ride, Peace at last, The tiny seed, Each peach pear plum, Cinderella, Avocado Baby, Guess how much I love you (FICTION) Little People Big Dreams David Attenborough, Guess what is growing inside the egg (NON-FICTION) Playtime Rhymes (POETRY) <p>Children develop discrimination and production of individual sounds – recognising words that begin with the same sound</p> <p>Children develop recognition of syllables/rhymes</p> <p>Children develop oral blending of sounds</p> <p>Children begin to develop writing, starting with letters from their name</p>	<ul style="list-style-type: none"> Read, Write, Inc – Ditties/Red Books Name Writing/Sentence Writing Spring Life/Life Cycles Writing Assessment Reading/Writing/Mark Making activities linked to weekly topics Drawing Club <p>5 favourite books:</p> <ul style="list-style-type: none"> The magic paintbrush, Rosie's walk, Here we are, Hans Christian Anderson Tales, The hungry caterpillar, The tiny seed (FICTION) Little People Big Dreams Dolly Parton, Little People Big Dreams Wilma Rudolph (NON-FICTION) The snail and the whale, Out and about – a collection of poems (POETRY) <p>Children develop fluency with set 1 sounds from Read, Write, Inc and begin to move on to set 2 sounds</p> <p>Children develop segmenting and blending to read words and some short sentences</p>

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	<p>Children develop the ability to listen to and respond to stories, joining in with repeated phrases</p> <p>Children begin to make marks and link meanings to these marks</p>	<p>Children begin to develop storytelling using their imagination, fantasy and themes from stories</p>	<p>Children continue to learn tricky words to read by sight</p> <p>Children form more letters from set 1 sounds correctly</p> <p>Children develop writing skills to write words using the sounds they know</p> <p>Children develop segmenting and blending to write some words independently</p> <p>Children develop their understanding of stories/develop their own storytelling</p>
<p>Summer</p>	<ul style="list-style-type: none"> • Phase 1 Phonics • Mark Making • Reading/Writing/Mark Making activities linked to weekly topics <p>5 favourite books:</p> <ul style="list-style-type: none"> • Where's spot? Poo in the zoo, Mr Grumpy's outing, Night monkey day monkey (FICTION) • Little People, Big Dreams Rosa Parks, Little People Big Dreams Muhammad Ali (NON-FICTION) • Rumble in the jungle (POETRY) <p>Children consistently listen and respond to stories, retelling some parts</p> <p>Children confidently listen to and name sounds they heard around them</p> <p>Children recognise print such as their name, signs and logos</p>	<ul style="list-style-type: none"> • Read, Write, Inc – Set 1 A/B (Oral Blending) • Mark Making • Name Writing • Reading/Writing/Mark Making activities linked to weekly topics • Letter Formation • Story Dough <p>5 favourite books:</p> <ul style="list-style-type: none"> • Monkey puzzle, The tiger who came to tea, Slowly, slowly, slowly said the sloth, The proudest blue, dogger, Goldilocks and the three bears, Oi dog, It's a no money day (FICTION) • Little People Big Dreams Zaha Hadid, Little People Big Dreams Rudolph Nureyev (NON-FICTION) <p>Children write some letters from their name as well as other letters for sounds they have been taught</p> <p>Children confidently orally blend</p>	<ul style="list-style-type: none"> • Read, Write, Inc – Green Books • Sentence Writing • Half Term/Fire Station Visit Writing Assessments • Reading/Writing/Mark Making activities linked to weekly topics • Drawing Club <p>5 favourite books:</p> <ul style="list-style-type: none"> • Handa's surprise, My pet star, Tango makes three, Whatever next, George saved the world by lunchtime, Terrific trains, Blast off (FICTION) • Little People Big Dreams Marcus Rashford, Little People Big Dreams Captain Tom (NON-FICTION) • Out and about – a collection of poems (POETRY)

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	<p>Children consistently use their voices and bodies to create sounds</p> <p>Children confidently use marks for meaning</p>	<p>Children confidently tell a story involving real and fantasy events, using their imagination to create storylines and themes</p>	<p>Children read all set 1 sounds from Read, Write, Inc. and most of set 2 sounds</p> <p>Children confidently segment and blend words to read sentences</p> <p>Children increase the bank of tricky words they can read by sight</p> <p>Children confidently form letters for all set 1 sounds and most of set 2 sounds and some capital letters</p> <p>Children confidently use phonics to write plausible attempts at words</p> <p>Children confidently write short sentences, phrases, captions and labels</p>
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Early Learning Goals (ELG) – Literacy

Comprehension

- 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

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonics knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words

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Writing

- 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

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Mathematics			
	Nursery 2s	Nursery 3s	Reception
Autumn	<ul style="list-style-type: none"> Number line, head counting, number songs, filling/pouring, lots/more, comparing <p>Children compare groups and say which has more</p> <p>Children say some numbers but may not be in order</p> <p>Children explore capacity and size by filling items and fitting items inside others</p>	<ul style="list-style-type: none"> Colour, sorting, pattern, size, counting principles, comparing <p>Children recognise 3 objects through subitising</p> <p>Children say numbers beyond 5 in order</p> <p>Children compare objects by size, colour, weight and capacity</p> <p>Children notice repeating patterns</p> <p>Children begin to recognise the different shapes around them and choose appropriately for a purpose</p> <p>Children understand different positional language</p>	<ul style="list-style-type: none"> Numberland (1-10) Rote counting, counting, objects, shape, number sense, number recognition, number graphics, calculating <p>Children begin to conceptually subitise amount beyond 5 by recognising the link between smaller numbers</p> <p>Children begin to say one more/less than a given number</p> <p>Children count objects and actions using 1:1 correspondence</p> <p>Children recognise simple 2D shapes and 3D shapes by their properties</p> <p>Children compare length, weight and capacity of different objects, beginning to make predictions such as longest, heaviest, biggest etc.</p>
Spring	<ul style="list-style-type: none"> Building, counting, weight/capacity <p>Children are able to sort accordingly to colour, size, shape etc.</p> <p>Children recognise changes in small amounts saying lots more or same</p> <p>Children join in with number rhymes saying some numbers in order</p>	<ul style="list-style-type: none"> Numbers 1-10 <p>Children are able to subitise up to 3 objects</p> <p>Children recognise some numbers between 1-5</p> <p>Children make marks to represent quantities and numerals</p> <p>Children can find longer/shorter, heavier/lighter, full/empty</p> <p>Children can continue a repeating pattern</p>	<ul style="list-style-type: none"> Counting and comparing, partitioning and understanding part-whole, understanding teen numbers, distance (length, height, width,) mass/weight/capacity/volume, shape and sorting, addition, subtraction, halving and doubling, number sense <p>Children develop their understanding of amounts to 10, using 10 frames to conceptually subitise</p>

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	<p>Children recognise that objects have different sizes and shapes and can use shapes to build simple constructions</p>	<p>Children develop an understanding of the differences of shapes in their environment Children follow some instructions to follow a familiar route or find a 'hidden' object Children begin to order the days of the week</p>	<p>Children compare amounts and recognise the difference between quantities Children link properties and names of 2D and 3D shapes Children are able to order objects by length, weight, height and capacity Children begin to measure time with timers and calendars, can sequence events</p>
<p>Summer</p>	<ul style="list-style-type: none"> Shapes and space, number line, head counting, number songs <p>Children make groups of 1, 2 or 3 objects Children begin to subitise to 3 and represent amounts on their fingers Children say numbers 1-5 in order Children begin to notice simple patterns Children compare objects by size, weight and shape</p>	<ul style="list-style-type: none"> Shape, length/height, weight, capacity, position <p>Children recognise 5 objects through subitising and combining smaller amounts using a 5 frame Children link amounts to numerals for 1-5 and are beginning to go beyond Children use understanding of amounts in real life problems Children are beginning to write some numerals Children order objects from longest to shortest, heaviest to lightest, full, half full and empty Children create their own patterns Children confidently use different shapes for a purpose and create new shapes from different objects Children discuss familiar routes and use simple language to explain position and direction</p>	<ul style="list-style-type: none"> Counting, comparison and ordering, understanding part-whole with addition and subtraction, fractions, distance and mass/weight, capacity/volume, money, shape and sorting, time, space, number sense <p>Children confidently recognise amounts to 10 using 10 frames and conceptually subitise Children can recall number bonds to 5 and some to 10 Children recognise number patterns beyond 10 Children understand some double/halves Children are able to share/divide larger amounts into smaller equal groups Children recognise that shapes can be found within other shapes by rotating and manipulating Children begin to use familiar objects to measure</p>
<p>Early Learning Goals (ELG) – Mathematics</p>			

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Number

- Have a deep understanding of numbers to 10, including the composition of each number
- 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

Numerical Patterns

- 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 representing patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

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Understanding of the World			
	Nursery 2s	Nursery 3s	Reception
Autumn	<ul style="list-style-type: none"> Local Walks (Post Office, park) Autumn/Harvest Winter/Christmas <p>Children begin to say who is in their family</p>	<ul style="list-style-type: none"> Forest Schools Local walks (Post Office, park) Autumn/Harvest Winter/Christmas STEM activity <p>Children begin to make sense of their own self as a person</p> <p>Children know that plants need to be looked after</p>	<ul style="list-style-type: none"> Forest Schools STEM activity per term Whinlatter Trip, Church Walk, Post Office Walk Autumn/Harvest Winter/Christmas Animals and Hibernation <p>Children can talk about who lives in their house and immediate family members</p> <p>Children begin to understand that some events happened in the past and can talk about events in the future such as birthdays and Christmas</p> <p>Children begin to look at images of where we live and images of different places to compare</p>
Spring	<ul style="list-style-type: none"> Growing/Spring British Science Week <p>Children develop connections between their families and others</p>	<ul style="list-style-type: none"> Forest Schools Growing/Spring British Science Week STEM activity <p>Children develop positive attitudes about differences between people</p> <p>Children plant seeds and care for them over time</p>	<ul style="list-style-type: none"> Forest Schools STEM activity per term Stockwood, Beach/Farm visit British Science Week Habitats <p>Children name and describe people who are familiar to them</p> <p>Children develop an understanding of events that happened in the past, remembering their birthday etc.</p>

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			Children look at maps and locate where they live with the help of an adult
Summer	<ul style="list-style-type: none"> • Summer • People Who Help Us • Walby Farm Park Trips <p>Children talk about similarities and differences between their family and their peers e.g. I have a brother and you have sister</p>	<ul style="list-style-type: none"> • Forest Schools • Summer • People Who Help Us • STEM activity • Walby Farm Park Trips • School visits from people who help us <p>Children know that everybody is different Children can confidently say what plants need to grow and how to be respectful to living things and their environment</p>	<ul style="list-style-type: none"> • Forest Schools • STEM activity per term • Aquarium visit • Summer • People Who Help Us • School visits from people who help us • Insects <p>Children can confidently talk about similarities and differences in their families and others Children understand we are all unique Children can confidently talk about significant events from the past/future Children can draw a simple map Children can confidently talk about how to look after the world around us</p>
<p>Early Learning Goals (ELG) – Understanding of the World</p>			
<p>Past and Present</p> <ul style="list-style-type: none"> • 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 experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling <p>People, Culture, Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 			

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- 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

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, 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

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Expressive Art and Design			
	Nursery 2s	Nursery 3s	Reception
Autumn	<ul style="list-style-type: none"> Structures Baking/Cooking/Nutrition Painting/Self Portraits Dancing/Role Play Enhancements Christmas Cards Seasonal Craft World Nursery Rhyme Week <p>Children start making marks intentionally using a range of different materials</p> <p>Children enjoy listening to and beginning to take part in action songs</p>	<ul style="list-style-type: none"> Structures Baking/Cooking/Nutrition Painting/Self Portraits/Colour Mixing Dancing/Role Play Enhancements Christmas Cards Seasonal Craft World Nursery Rhyme Week Artists Study – Jackson Pollock Nativity <p>Children take part in pretend play, using props and objects to support their play</p> <p>Children explore different materials freely</p> <p>Children remember and can sing entire songs from memory</p> <p>Children begin to explore drawing with more intention, such as drawing a face</p>	<ul style="list-style-type: none"> Structures Baking/Cooking/Nutrition Painting/Self Portraits/Colour Mixing Dancing/Role Play Enhancements Christmas Cards Seasonal Craft Creating with pastels World Nursery Rhyme Week Artists Study – Alma Thomas Exploring Sound/Celebration Music Nativity <p>Children continue to develop using construction equipment for desired effect</p> <p>Children listen attentively and sign and move to music</p>
Spring	<ul style="list-style-type: none"> Structures/Junk Modelling Baking/Cooking/Nutrition Dancing/Role Play Enhancements Seasonal Craft Nursery Rhymes <p>Children develop and investigate playing with different materials</p> <p>Children develop a love of joining in with familiar nursery rhymes and action songs</p>	<ul style="list-style-type: none"> Structures/Junk Modelling Baking/Cooking/Nutrition Dancing/Role Play Enhancements Seasonal Craft Nursery Rhymes Watercolours Artist Study – Claude Monet 	<ul style="list-style-type: none"> Baking/Cooking/Nutrition Dancing/Role Play Enhancements Seasonal Craft Artist Study - Wassily Kandinsky Artist Study - Vincent Van Gogh Watercolours Music and Movement/Musical stories <p>Children develop ideas for small world and begin to share their ideas with others</p>

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		<p>Children develop role play and imagination through the use of small world, animals, dolls, props, open ended objects etc.</p> <p>Children develop their use of materials and can decide what will work best</p> <p>Children develop a sense of rhythm and tone when singing</p> <p>Children develop adding more detail to drawings of a person</p>	<p>Children develop storylines and singing skills through pretend play</p>
<p>Summer</p>	<ul style="list-style-type: none"> • Baking/Cooking/Nutrition • Dancing/Role Play Enhancements • Painting • Gluing/sticking • Seasonal Craft • Nursery Rhymes/Music and Movements <p>Children make models and pictures which express their ideas</p> <p>Children confidently sing some nursery rhymes and action songs</p>	<ul style="list-style-type: none"> • Baking/Cooking/Nutrition • Dancing/Role Play Enhancements • Gluing/sticking • Painting • Textiles • Nursery Rhymes/Music and Movement • Artist Study – Pier Mondrian <p>Children can confidently make more complex ‘small world’ play scenes using other forms of construction equipment</p> <p>Children confidently join different materials together for its intended purpose</p> <p>Children confidently sing a selection of taught and familiar songs</p> <p>Children confidently begin to add expressions to facial drawings (happy/sad)</p>	<ul style="list-style-type: none"> • Baking/Cooking/Nutrition • Dancing/Role Play Enhancements • Printing • Junk Modelling • Clay • Textiles • Artist Study – David Hockney • Landscapes • Transport/Big Band <p>Children work collaboratively with peers to ‘build’ models for small world, construction and free play</p> <p>Children confidently sing as part of a group or on their own with increased melody and rhythmic tone</p>
<p>Early Learning Goals (ELG) – Expressive Art and Design</p>			

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Creating with materials

- 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

Being imaginative and expressive

- 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

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Autumn			
Spring			
Summer			

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