



### **EYFS curriculum at The Academy of Woodlands**

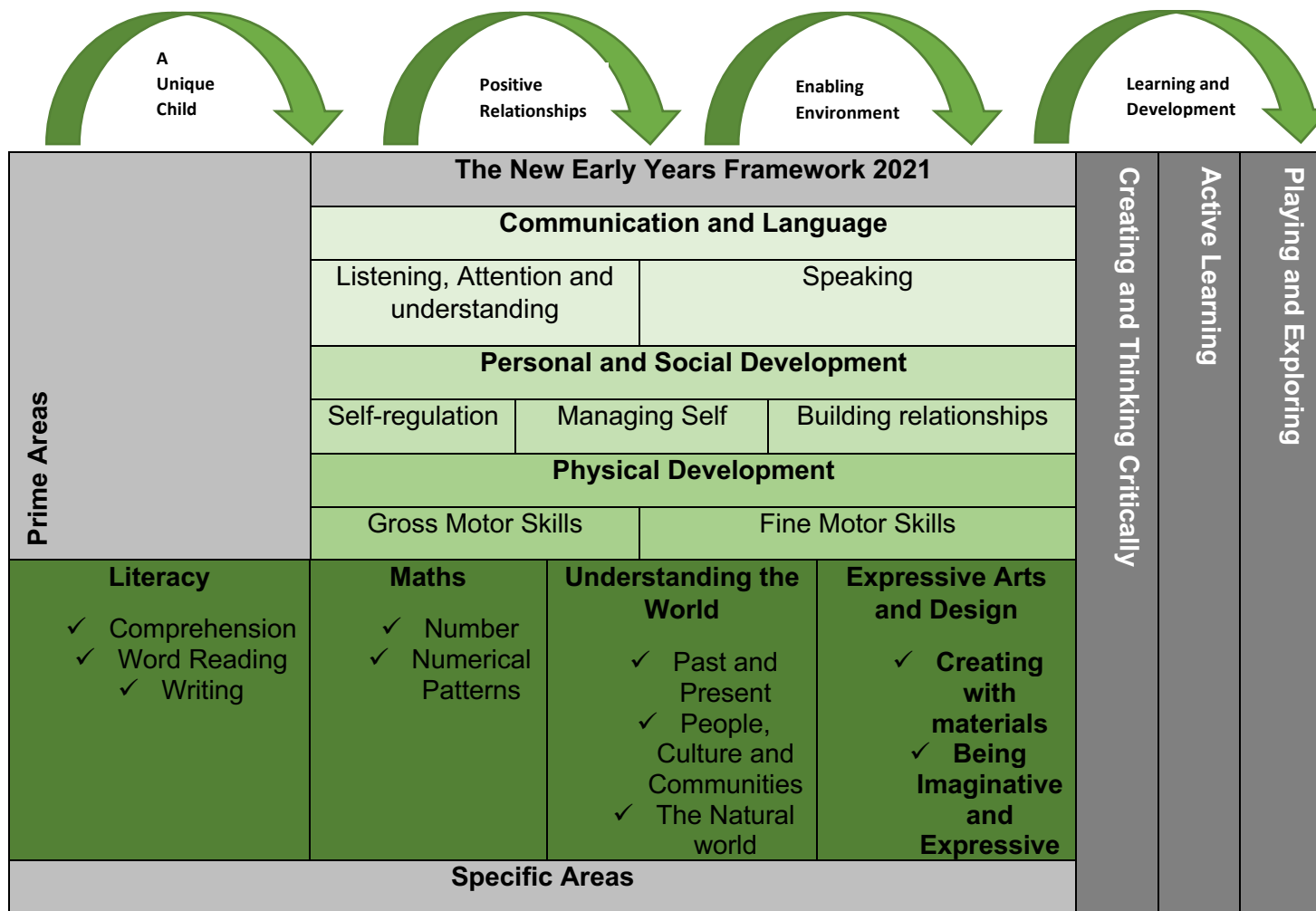
“At The Academy of Woodlands, children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children wherever their starting point is. As an EYFS team and as effective role models, we will provide high quality interactions to develop and deepen the children’s learning opportunities. We will deliver our curriculum through our continuous provision approach, which is led by the children’s own fascinations, curiosities and interests alongside some well-planned and thought-out enhancements. We will balance this with high quality, adult led core texts, stories and circle time, alongside planned phonics and maths lessons. The EYFS Framework 2021 will be used to inform and support us throughout the year.”

“We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision, and it will be used at every opportunity. Free flow child led play will include access to the outdoor environment for most of the day. At the Academy of Woodlands, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us, and we greatly value the relationships we develop with our families throughout this vital year.”

*We recognise that each child is unique and special.*

Academy of Woodlands EYFS team.

How the EYFS curriculum, characteristics of effective learning and principles come together.



## Our Intent

*Our children are the very heart of our early years curriculum. We offer a broad and balanced, child-led curriculum that is fully inclusive of all learners with a strong focus on the prime areas of learning and a love of reading.*

*We recognise the importance of play; the joy it brings to our children and role it plays in child development. Our curriculum enables children to build skills for year one and indeed for life, by allowing them to be on a pathway to self-regulation, curious about the world, independent learners, great communicators to prepare them for the future.*

*We are very proud of our early years provision and we strive to ensure that our team of highly dedicated and passionate staff continue to maintain high standards of education for the youngest children in our care, giving them the very best start in life.*

At the Academy of Woodlands, we take the time to explore and understand our children's interests. Through our 'Planning in the Moment' approach and well planned and thought-out enhancements, we provide a rich curriculum that consistently supports new learning, as well as consolidating what is already known to deepen knowledge. The curriculum ensures children are great communicators, curious about the world, independent and on a path in becoming self-regulators. Children bring a wealth of experiences into school each day which is then built upon by providing first-hand experiences, allowing our children to master life-long skills supported by our school values. We provide enhancement opportunity throughout our EYFS provision to engage our learners and ensure school is happy, positive place to be.

Our priority is to ensure that all of our children are enabled to have access to a broad and balanced curriculum, particularly those with EAL and SEND, starting with a strong focus on the [Prime Areas](#) of the Curriculum: Personal, Social & Emotional Development, Communication & Language and Physical Development as we recognise these areas lay vital foundations. Our aim to utilise the statutory [Characteristics of Effective Learning](#) ensuring children are motivated by their own unique learning journey. We aim to immerse children in a literacy-rich environment with high-quality texts and an environment filled with high level of oracy in a meaningful and authentic way. Our intention of using a systematic teaching of Read Write inc Phonics will help children to build on prior learning and encourage them to take ownership of their reading in a fun and engaging way.

Outdoor learning is a large part of our curriculum. We ensure every child has the right to play and experience the world beyond the classroom as an integral part of our children's learning and development. Under direction of our Forest School Leader, we also aim for all our children to experience the outdoors and nature in a practical, safe and supported environment.

The EYFS team recognise the importance of community and are committed to working in partnership with parents and carer to support children's progress. Community involvement is an essential part of our curriculum, and we celebrate the diversity within throughout each year.



## **Our Implementation**

At the Academy of Woodlands, we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children. We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics through the ReadWrite Inc. programme. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences, which is taught through our Mastering Number approach in Reception and mastering maths through white rose maths approach in our preschool. We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit, taking part in Forest School sessions and through our PE lessons, which are taught by PE specialists. Our learning environment is adaptable in order to reflect children's interests and based upon regular strengths and gap analysis and teachers' continuous assessment. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through core texts which are enriched with classroom enhancements, trips and visitors. Learning is supported by these quality key texts. These are chosen carefully to encourage children's speech, language and communication and holistic development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests. We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive updates through Tapestry, an online learning journal of their children and what they have been learning in school. This online system works between school and home so children can have those rich discussions with families at home as well as with their peers and teachers within school. Parents enjoy using focus meetings and social media to engage in their child's learning and share experiences from home. As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals (ELGs). These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessments. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

### **Impact**


Our curriculum and its delivery ensure that children, from their own starting points make good progress. During their time with us children make progress towards the national expectation for a Good Level of Development (GLD) at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into year one. Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing. We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.

(Our Curriculum Overview, Principles, aims and intent)

## EYFS Curriculum Overview

|  | Autumn 1                       | Autumn 2                       | Spring 1                       | Spring 2                          | Summer 1                       | Summer 2                           |
|--|--------------------------------|--------------------------------|--------------------------------|-----------------------------------|--------------------------------|------------------------------------|
| <b>CORE Texts</b>  | Nursery- Pre School            | Nursery- Pre School            | Nursery- Pre School            | Nursery- Pre School               | Nursery- Pre School            | Nursery- Pre School                |
|  | NELI programme                 | NELI programme                 | NELI programme                 | NELI programme                    | NELI programme                 | NELI programme                     |
|  | 20 books                       | 20 books                       | 20 books                       | 20 books                          | 20 books                       | 20 books                           |
|  | <b>Reception drawing club:</b> | <b>Reception drawing club:</b> | <b>Reception drawing club:</b> | <b>Reception drawing club:</b>    | <b>Reception drawing club:</b> | <b>Reception drawing club:</b>     |
|  | The Hairy Toe                  | Trapdoor (animation)           | Roadrunner (animation)         | Pink Panther (animation)          | Rapunzel                       | One hundred decker bus             |
|  | Mixed                          | Penguin                        | Magic Porridge Pot             | Handa's Hen (animated read aloud) | Superworm                      | Thomas the tank engine (animation) |
|  | We're going on a bear hunt     | The Christmas Pine             | Stuck                          | Are Dinosaurs Dead, Dad?          | The Enormous Turnip            | Hansel and Gretel                  |
|  | Little red hen                 | The gingerbread man            | Pingu (animation)              | Aliens love underpants            | Wallace and Gromit (animation) | Jimmy Newtron (animation)          |
|  | Not Now, Bernard!              | The Grinch                     | Sugarlump and the Unicorn      | Popeye (animation)                | The Way Back Home              | The Magic Roundabout               |
|  | Room on the Broom              | We're going on an Elf Hunt     | Pirates in Pyjamas             | Lost and Found                    | Powerpuff girls (animation)    | The Singing Mermaid                |
| <i>Books include traditional tales, rhyming books, BAME and stories that challenge gender stereotypes.</i> |                                |                                |                                |                                   |                                |                                    |

|                             |  |   |   |   |  |   |
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|                             | <p><b>Weekly themed texts:</b></p> <p>The colour Monster</p> <p>The colour Monster goes to school</p> <p>I Love Me</p> <p>Starting School</p> <p>The Leaf Thief</p> <p>The Squirrels who Squabbled</p> | <p><b>Weekly themed texts:</b></p> <p>The Big Freeze</p> <p>The Snow Thief</p> <p>Stick Man</p> <p>The Jolly Christmas Postman</p> <p>A Letter to Santa</p> <p>The Big Christmas Bake</p> | <p><b>Weekly themed texts:</b></p> <p>The Three Little Pigs</p> <p>Jasper's Beanstalk</p> <p>Goldilocks and Just the One Bear</p> <p>There is no Big Bad Wolf in this Story</p> <p>The Three Billy Goats Gruff</p> <p>Billy and the Beast</p> | <p><b>Weekly themed texts:</b></p> <p>Here We Are (Oliver Jeffers)</p> <p>Handa's Surprise</p> <p>Whatever Next!</p> <p>The Dinosaur who came to Dinner</p> <p>How to Look after your Dinosaur</p> <p>Giraffe's Can't Dance</p> | <p><b>Weekly themed texts:</b></p> <p>What the Ladybird Heard</p> <p>The Very Hungry Caterpillar</p> <p>Oliver's Vegetables</p> <p>Eco Girl</p> <p>Lulu Loves Flowers</p> <p>Stanley's Stick</p> | <p>The Tiger who came to Tea</p> <p><b>Weekly themed texts:</b></p> <p>Emma Jane's Aeroplane</p> <p>Naughty Bus</p> <p>The Magic Train Ride</p> <p>Tiddler</p> <p>What the Ladybird Heard at the Seaside</p> <p>Sharing a Shell</p> <p>Meesha Makes Friends</p> |
| <b>Parental Involvement</b> | <p>Staggered Start</p> <p>Newsletter</p> <p>RWI workshop</p> <p>Facebook</p>   | <p>Pupil progress meetings</p> <p>Newsletter</p> <p>Nativity</p> <p>Maths Workshop</p>  | <p>Focus Child Meetings</p> <p>Newsletter</p> <p>Facebook</p>   | <p>Pupil progress meetings</p> <p>Newsletter</p> <p>Facebook</p> <p>N-Letter to parents</p>   | <p>Newsletter</p> <p>Facebook</p> <p>N-Letter to parents</p> <p>Stay and Play</p>  | <p>Newsletter</p> <p>Transition Meeting</p> <p>Facebook</p> <p>Reports</p>  |




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|   | <p>N-Letter to parents</p> <p>Stay and Plays</p> <p>Tapestry</p> <p>Share a Story</p> <p>Contact books</p> <p>Learn with me, Celebrate with me – join in learning and exploring</p> | <p>Facebook</p> <p>N-Letter to parents</p> <p>Tapestry</p> <p>Visits into rooms making craft activities</p> <p>Transition visits to new rooms (nursery)</p> <p>Contact books</p> | <p>N-Letter to parents</p> <p>Stay and Play</p> <p>Tapestry</p> <p>Contact books</p> <p>Learn with me, Celebrate with me – share a story</p> | <p>Tapestry</p> <p>Transition visits to new rooms (nursery)</p> <p>Contact books</p> <p>Learn with me, Celebrate with me – toasting marshmallows, forest school</p> | <p>Tapestry</p> <p>Share a Story</p> <p>Contact books</p> <p>Learn with me, Celebrate with me – dance competition</p> | <p>N-Letter to parents</p> <p>Tapestry</p> <p>Meet the team (reception)</p> <p>Transition visits to new rooms (nursery)</p> <p>Sports Day</p> <p>Graduation</p> <p>Contact books</p> <p>Learn with me, Celebrate with me – picnic on the field</p> |
| <p><b>Possible “WOW” moments</b></p> <p><b>(Followed if child led</b></p> <p><b>Or Assessment enhancements)</b></p>  | <p>Autumn Walk</p> <p>Halloween</p> <p>Diwali</p> <p>Harvest</p> <p>Birthdays</p> <p>Black history month</p> <p>Forest School</p>   | <p>Bonfire Night</p> <p>Christmas</p> <p>Nativity</p> <p>Remembrance Day</p> <p>Children in Need</p> <p>Nursery Rhyme Week</p>   | <p>Winter/Snow/Ice</p> <p>Chinese New Year</p> <p>LENT</p> <p>Story Telling Week</p> <p>Valentine’s Day</p> <p>Forest School</p>             | <p>Easter</p> <p>Spring Walk</p> <p>Queen’s Birthday</p> <p>Mother’s Day</p> <p>Forest School</p> <p>Holi Day</p> <p>Book Day</p>                                   | <p>Planting</p> <p>Minibeasts</p> <p>Forest School</p> <p>Comic Relief</p>  | <p>Summer trip</p> <p>Father’s Day</p> <p>Transition to Year 1</p> <p>Forest School</p>  |




|                                 |   |   |  |  |  |  |
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|                                 |   | Forest School   |  |  |  |  |
| <b>Assessment opportunities</b> | Baseline (In house and National)<br>Nursery Transition<br>RWI Assess (End T1)<br>Assess Well-being and Involvement Scales<br>Ongoing Focus Child and ITMP assessments<br>EYFS in house Moderations<br>2-year progress check | Forest School<br>RWI Assess (End T2)<br>On going Focus Child and ITMP assessments<br>EYFS in house Moderations<br>2-year progress check | Well-being and Involvement Scales<br>On going Focus Child and ITMP assessments<br>EYFS in house Moderations<br>2-year progress check<br>NELI | Well-being and Involvement Scales<br>On going Focus Child and ITMP assessments<br>EYFS in house Moderations<br>2-year progress check<br>NELI | Well-being and Involvement Scales<br>On going Focus Child and ITMP assessments<br>EYFS in house Moderations<br>2-year progress check<br>NELI | GLD Data<br>RWI Assess (End T6)<br>On going Focus Child and ITMP assessments<br>EYFS in house Moderations<br>2-year progress check<br>NELI |
| <b>British Values</b>           | <u>Mutual Respect</u><br>We are all unique.   | <u>Mutual Tolerance</u>   | <u>Rule of Law</u>   | <u>Individual Liberty</u>  | <u>Democracy</u>   | <u>Recap all BV</u>  |

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| <p><b><i>These mirror each other. We will dip in and out of each area as appropriate throughout the year. (Interactions, stories)</i></b></p> | <p>We respect differences between different people and their beliefs in our community, country and world. All cultures are learned, respected and celebrated.</p> | <p>Mutual tolerance of those with different faiths and beliefs and for those without faith.</p> <p>Everyone is valued, all cultures are celebrated and we share and respect the opinions of others.</p> | <p>We all know that we have rules at school and that we must follow them. We know who to talk to if we do not feel safe.</p> <p>We know right from wrong. We recognise that we are accountable for our actions.</p> <p>We must work together as a team when necessary.</p> | <p>We all have the right to have our own views.</p> <p>We are all respected as individuals.</p> <p>We feel safe to have a go at new opportunities.</p> <p>We understand and celebrate the fact that everyone is different.</p> | <p>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions.</p> <p>We have the opportunity to play with who we want to play with.</p> <p>We listen with intrigue and value and respect the opinions of others.</p> | <p>British values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity in the UK.</p> <p>They are not exclusive to being British and are shared by other democratic countries.</p> |
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## Supporting Children's Progression of Skills

### Construction Skills

|   | <b><u>Build</u></b>  | Resources to facilitate   | <b><u>Join</u></b>   | Resources to facilitate   | <b><u>Design/Plan</u></b>   | Resources to facilitate   | Spatial Awareness   | Resources to facilitate  |
|---|--|---|--|---|---|---|---|--|
| <b>Extended Skill</b><br>    | Joins and connects to build structures and enclosures. Builds systems i.e. roads and bridges. Checks and reflects to ensure model is stable. | Open ended resources – pine cones, small boxes, lollipop sticks etc. Track tacks  | Joins materials independently using a range of resources.  | PVA glue<br>Glue brushes<br>Double sided tape<br>String<br>Paperclips<br>Bulldog clips<br>Treasury tags                 | Discusses and thinks about what they will build and how to achieve this. Chooses best resources for the job and gives simple reasons why. Draws and labels a picture of plan prior to building. Works with peers in order to expand on ideas. | Clipboards<br>Pencils<br>Paper<br>Books and pictures of structures<br>Rulers<br>Tape measures<br>Architect drawings and plans | Builds houses and creates rooms or furniture in ratio to the house size. Uses smaller blocks to create intricate structures.            | Junk modelling materials<br>A range of open-ended resources<br>Lego<br>Small wooden blocks |
| <b>Developing Skill</b><br> | Positions resources vertically and horizontally to create simple models.   | Mobilo<br>Different sized blocks<br>Junk modelling materials<br>Cubes<br>Books and pictures of buildings and structures | Uses glue sticks and sellotape to join materials in order to construct simple models i.e. joining 2 boxes. | Junk modelling materials<br>Open ended resources<br>Glue sticks<br>PVA glue<br>Glue spreaders<br>Sellotape on dispenser | Has ideas prior to constructing and thinks about which materials to use. Draws a picture prior to building.   | Clipboards<br>Pencils<br>Paper<br>Books and pictures of simple structures   | Selects appropriately sized blocks for workspace. Understands safety elements i.e. if building a tall tower, may fall and hurt someone. | Different sized blocks   |
| <b>Emerging Skill</b><br>  | Connects simple resources to stack. Places 1 block on top of another to stack vertically.  | Stickle bricks<br>Mega blocks<br>Duplo<br>Wooden Blocks<br>Boxes  | Connects simple resources to stack i.e. mega blocks Attempts to join 2 items using glue stick.             | Mega blocks<br>Duplo<br>Stickle bricks  | Constructs in the moment using own experiences as a focus i.e. a house.   | Stickle bricks<br>Mega blocks<br>Duplo<br>Wooden Blocks<br>Boxes  | Constructs in a large space with large blocks. Constructs in a small space whilst trying to use large resources.                        | Different sized blocks   |




|  | <u>Cutting</u>  | Resources to facilitate  | <u>Stick/Collage</u>   | Resources to facilitate  | <u>Joining/Fixing</u>  | Resources to facilitate   |
|--|---|--|--|--|--|---|
| <p><b>Extended Skill</b></p>    | <p>Holds scissors correctly<br/>Demonstrates control when using scissors<br/>Uses scissors to cut a range of materials</p>                          | <p>Scissors<br/>Catalogues<br/>Shapes and pictures on card<br/>Junk modelling materials<br/>String</p> | <p>Demonstrates control when applying glue with glue stick.<br/>Handles glue spreaders and brushes with control.<br/>Makes decisions about the quantity of glue/tape to use according to the task.</p> | <p>PVA glue<br/>Glue brushes<br/>Sequins<br/>Beads<br/>Sellotape<br/>Paper/card<br/>Small buttons<br/>Small pom poms<br/>Double sided tape</p>                 | <p>Joins 3D materials to create models.<br/>Checks fastenings are secure.<br/>Plans how they will use resources to fasten resources together and selects relevant media.</p> | <p>PVA glue<br/>Glue brushes<br/>Double sided tape<br/>Treasury tags<br/>Pins<br/>String<br/>Sellotape</p>              |
| <p><b>Developing Skill</b></p>  | <p>Begins to hold scissors correctly<br/>Demonstrates some control over scissors to cut</p>   | <p>Spring assisted scissors.<br/>Scissors<br/>Playdough<br/>Catalogues<br/>Scrap paper<br/>Ribbon</p>  | <p>Handles glue stick with some control.<br/>Selects items to stick onto surface i.e paper or other materials.<br/>Attempts to use Sellotape independently.</p>  | <p>Glue sticks<br/>PVA glue<br/>Glue spreaders<br/>Pom poms<br/>Feathers<br/>Paper/card<br/>Buttons<br/>Sellotape on dispenser</p>                             | <p>Independently fastens 2D materials together (i.e. paper and card) to other objects.<br/>Begins to explore techniques to join 3D materials.</p>                            | <p>Glue sticks<br/>PVA glue<br/>Glue spreaders<br/>Sellotape with dispenser<br/>String<br/>Junk modelling materials</p> |
| <p><b>Emerging Skill</b></p>  | <p>Tears materials with hands to make them the desired sized/shape.<br/>Uses scissors with two hands to cut.<br/>Begins to make snips in paper.</p> | <p>Easy-grip scissors<br/>Playdough<br/>Catalogues<br/>Scrap paper.</p>                                | <p>Touches paper with glue stick.<br/>Sticks objects randomly onto surface – may not be where the glue has been placed</p>   | <p>Glue sticks – leave some glue sticks in provision out of holder for easy access.<br/>Large pom poms<br/>Feathers<br/>Paper<br/>Large buttons<br/>Ribbon</p> | <p>Explores fastening resources together using available materials.</p>  | <p>Sellotape<br/>Glue sticks</p>  |

## Malleable Skills




|  | <u>Roll/Coil</u>   | Resources to facilitate  | <u>Squeeze/Knead</u>  | Resources to facilitate  | <u>Mould</u>   | Resources to facilitate  | <u>Cut</u>  | Resources to facilitate                   |
|--|--|--|---|--|--|--|---|---|
| <b>Extended Skill</b><br><br>   | Uses a rolling pin effectively to roll dough.<br>Rolls using fingers on one hand.<br>Twists pieces using fingers to combine. | Fingers<br>Rolling pins without handles<br>Bottles<br>Clay                 | Demonstrates control when squeezing dough in whole hand.<br>Manipulates fingers to rotate and knead dough.<br>Squeezes dough through dough tools. | Hands and fingers<br>Dough tools to make spaghetti and shapes.<br>Piping bags<br>Zip lock bags<br>Syringes | Uses moulds to create 2D and 3D shapes.<br>Demonstrates control when manipulating dough to create small balls. | Hands and fingers<br>Dough cutters<br>Moulds<br>Ice cube trays | Uses scissors to cut dough.<br>Uses a variety of cutters to create shapes and patterns.<br>Uses a range of dough tools to cut.              | Scissors<br>Cutters<br>Dough tools        |
| <b>Developing Skill</b><br><br> | Rolls using rolling pins.<br>Rolls using fingers and palms on 2 hands.   | Hands and fingers<br>Rolling pins with handles<br>Dough tools with handles | Begins to squeeze using whole hand.<br>Makes marks in dough using fingers/knuckles.<br>Begins to use tools to squeeze dough.                      | Hands and fingers<br>Dough tools<br>Potato masher<br>Colander  | Attempts to make balls using hands and fingers.<br>Uses some cutters to create 2D shapes.                      | Hands and fingers<br>Dough cutters                             | Uses spring scissors to cut dough and other materials.<br>Uses some dough tools such as wooden knives.<br>Uses cutters to create 2D shapes. | Spring scissors<br>Dough tools<br>Cutters |
| <b>Emerging Skill</b><br><br> | Rolls using whole hand.  | Hands<br>Playdough<br>Plasticine   | Squeezes dough using hands.<br>Presses dough using hand.  | Hands<br>Playdough<br>Plasticine   | Attempts to make balls using whole palm.   | Hands<br>Dough   | Uses rounded scissors to cut dough and other materials.   | Rounded scissors<br>Dough                 |

|   | <b><u>Emotions and feelings</u></b>  | <b><u>Resources to facilitate</u></b>  | <b><u>Acts in role</u></b>  | <b><u>Resources to facilitate</u></b>  | <b><u>Creates a narrative</u></b>   | <b><u>Resources to facilitate</u></b>   | <b><u>Recalls past events</u></b>   |
|---|--|--|---|--|---|---|---|
| <p><b>Extended Skill</b></p> <p>↑</p>   | <p>Expresses a range of emotions through role play. Demonstrates empathy towards others. Considers some simple feelings of others and adapts own actions accordingly.</p>  | <p>Positive adult and peer modelling.</p>  | <p>Engages in scenarios involving the experiences of peers. Uses different voices and expressions during role play. Keep role play narrative going by responding to the comments made by others. Uses imagination with available props to support play.</p> | <p>Books to promote role play both fiction and non-fiction i.e. people who help us stories and facts. Sound boxes for children to record and hear their differing voices. A range of props and dressing up accessories. Loose parts.</p> | <p>Builds on story language to extend role play activities. Responds to comments of peers in order to keep play going.</p>  | <p>Familiar story books.</p>  | <p>Same as 'Creates a narrative'.</p> <p>Ensure 'all about me' discussions are incorporated into general activities. Draw on children's previous experiences and make time to talk about these in small groups.</p> |
| <p><b>Developing Skill</b></p> <p>↑</p> | <p>Expresses emotions in correct context during role play (i.e. acts excited when dad brings tea). Responds appropriately to the emotions of other 'characters' (i.e. baby is crying, mummy cuddles and strokes his head).</p> | <p>Positive adult and peer modelling and discussions. Emotion books and stories.</p> | <p>Begins to use props to develop their role play. Draws on own experiences during play. Draws on experiences from stories during play.</p>   | <p>A range of props such as:<br/>Telephones<br/>Handbags and hats<br/>Laptops<br/>Aprons<br/>Small pads and pens<br/>Dressing up outfits</p>   | <p>Uses talk to enhance their role play. Uses some language acquired through stories during role play i.e. We're Going on a Bear Hunt or Run, Run as fast as you can.</p> | <p>Simple familiar story books.</p>   |   |
| <p><b>Emerging Skill</b></p> <p>↑</p>   | <p>Laughs and smiles. Pretends to cry.</p>   | <p>Emotions cards/pictures. Discussions about different emotions.</p>                | <p>Plays themselves within role play. Re-enacts simple experiences i.e. making tea, feeding baby.</p>   | <p>Home corner<br/>Pots, pans, utensils<br/>Dolls<br/>Feeding equipment</p>  | <p>Draws simple words from own experiences to engage with role play i.e. go work now.</p>   | <p>Props to support familiar experiences such as laptops, telephones, bags, hats etc.</p> |   |




## Sand

|  | <b>Dig</b>  | Resources to facilitate   | <b>Mould</b>   | Resources to facilitate   | <b>Sieve</b>   | Resources to facilitate  | <b>Bury/Enclose</b>  | Resources to facilitate  |
|--|---|---|--|---|--|--|--|--|
| <b>Extended Skill</b><br>   | Demonstrates control when using objects such as spoons, small spades and fingers to dig. Digs for a purpose.                                      | Fingers<br>Small scoop<br>Measuring spoons<br>Tea spoons<br>Tablespoons<br>Dessert Spoons | Uses a range of containers and moulds to create intricate sand creations.  | Fingers<br>Moulding tools<br>Ice cube trays<br>Small irregular moulds (i.e. single jelly mould)<br>Tall container<br>Large containers with 1 handle | Demonstrates control when using resources to sieve sand. Sieves for a purpose.                             | Tea strainer<br>Small mesh materials<br>Sink strainer<br>Seed tray lid           | Buries and covers up large objects. Manipulates sand to blend. | As 'dig'<br>Provide a range of differing size and shape objects for burying/enclosing i.e. lollipop sticks, blocks, small world figures, pieces of bark, cardboard, lego boards etc. |
| <b>Developing Skill</b><br> | Scoops sand up using spade with handle/ scoops/spatula. Balances sand on spade to move, losing little sand. Able to dig a hole/space in the sand. | Spatula<br>Wooden spoons<br>Long handled spade<br>Small containers                        | Makes shapes and scoops with hands. Fills moulds and buckets - turns to make shape in sand. Recognises that damp sand holds shape. | Large bucket<br>Large container with 2 handles<br>Small container with 1 handle   | Notifies that dry sand falls freely and begins to use resources to sieve.                                  | Fingers<br>Potato masher<br>Colander/sieve with 1 handle<br>Large mesh materials | Uses hands and digging resources to cover up small objects     |  |
| <b>Emerging Skill</b><br>  | Use whole hands to dig. Explore digging in dry sand using bowls and containers, beakers and long handled spades.                                  | Hands<br>Bowls<br>Large spades<br>Scoops  | Makes impressions using whole hands. Fills buckets with sand. May attempt to turn. Pats/rubs sand to make it smooth.               | Small bucket<br>Small containers with 2 handles<br>Hands  | Passes dry sand from one whole hand to the other. Explores and observes the way sand works in large sieve. | Hands<br>Colander with 2 handles.  | Covers own hands in sand                                       |  |
| <b>Notes:</b>  | - Dry and wet sand provide differing opportunities for supporting skill development.  |   |  |   |  |  |  |  |

## Water

|  | <u>Filling</u>   | Resources to facilitate  | <u>Pouring</u>   | Resources to facilitate  | <u>Transferring/Transporting</u>  | Resources to facilitate   | <u>Mixing/Stirring</u>  | Resources to facilitate   |
|--|--|--|--|--|---|---|---|---|
| <b>Extended Skill</b><br><br>   | Uses a range of resources and smaller containers to fill larger containers. Fills to a desired level i.e. nearly full, nearly empty, half empty. | Hose<br>Pipettes<br>Small pans with 1 handle<br>Large spoons<br>Funnels<br>Bottles with narrow neck                | Pours a desired amount of water into a chosen container. Pours with increased accuracy to differing volumes i.e nearly full. | Pans<br>Funnels<br>Jugs and beakers with 1 handle<br>Bottles<br>Large buckets<br>Tea pots                                  | Spills little or no water when transporting. Demonstrates understanding by not filling container right to the top in order to transport. Works with peers in order to plan how best to effectively transport water. | Pans<br>Large buckets with 1 handle<br>Jugs with 1 handle<br>Large bottles with wide necks<br>Tea pots<br>Pipettes                | Thinks about quantities when mixing. Selects appropriate amount of water according to the task. Loses little or no water when mixing. | Pipettes<br>Tea spoons<br>Tablespoons<br>Dessert spoons<br>Small pots and pans<br>Jugs with 1 handle. |
| <b>Developing Skill</b><br><br> | Fills containers without overflowing. Begins to use resources and containers to fill other containers. Fills to full and half way.               | Basters<br>Small jugs with 1 handle<br>Jugs with 2 handles<br>Buckets with handles<br>Small bottles with wide neck | Begins to show control by pouring from a small container into a larger container. Holds handles and tips container to pour.  | Small jugs with 1 handle.<br>Small jugs and beakers with 2 handles<br>Small bottles with wide necks<br>Buckets with handle | Carefully carries water from A to B. Explores of a range of resources for transporting i.e basters, buckets and jugs.   | Small buckets with 2 handles.<br>Large buckets with 1 handle.<br>Jugs with handles.<br>Basters<br>Small bottles with narrow necks | Shows increasing control when mixing. Mixes with a goal in mind (i.e. can they mix more bubbles?)                                     | Pots and pans<br>Large spoons<br>Dessert spoons   |
| <b>Emerging Skill</b><br><br> | Fills containers by lowering into the water and scooping. Begins to fill containers until they overflow.   | Jugs with 2 handles.<br>Small jugs without handles<br>Small buckets, bowls and containers<br>Small Beakers         | Begins to tip containers using 2 hands. Tips to pour quickly. Drops objects into the water.                                  | Small jugs and beakers with no handles<br>Buckets without handles  | Carries water from A to B - spills large amounts. Explores the way water moves and is transported. Tries to catch water as it spills.   | Large bowls, beakers and containers<br>Buckets without handles  | Creates waves and movement in the water with hands. Moves large resources in water.   | Hands<br>Wooden spoons<br>Spades  |

## Small World

|   | <u>Creates narrative around play</u>  | Resources to facilitate   | <u>Represents an environment</u>                                | Resources to facilitate  | <u>Imitating/ representing</u>  | Resources to facilitate  | <u>Recalls past event</u>  | Resources to facilitate  |
|---|---|---|---|--|---|--|--|--|
| <b>Extended Skill</b><br>    | Builds on story language to extend narratives. Responds to comments made by peers in order to extend narratives.                      | Familiar story books.<br>Open ended resources – pine cones, buttons, lollipop sticks, rocks, pebbles etc.                         | Creates imagined environments i.e. lava pool or dinosaur world. | Junk modelling materials<br>Open ended resources<br>Story books  | Able to find the most suitable resource available to fit theme.<br>Adapts available resources to support theme i.e. sticks wheels and draws windows on box to make a bus. | Junk modelling materials<br>A range of open-ended resources.                               | Intertwines their own experiences with the experiences of others in order to extend play. Creates shared narratives by drawing on experiences. | A range of open-ended resources.<br>Books – fiction and non-fiction            |
| <b>Developing Skill</b><br> | Uses talk to enhance stories. Uses some language acquired through stories i.e. I'll huff and I'll puff and I'll blow your house down. | Simple familiar story books and characters<br>Mini me characters<br>Animals/Dinosaurs<br>Dolls house and furniture<br>Loose parts | Represents environments from stories.                           | Simple, familiar story books and characters<br>Animals/Dinosaurs<br>Dolls house and furniture<br>Loose parts | Uses available resources to support theme i.e. uses a box as a bus.   | Junk modelling materials<br>A range of open-ended resources                                | Draws on their own feelings and emotions of events and demonstrates these during play i.e. that makes policeman sad.                           | Feelings and emotions pictures and stories.                                    |
| <b>Emerging Skill</b><br>  | Uses simple words (from own experiences) to explain what is happening i.e. man walking.   | Small world people<br>Cars<br>Artificial grass<br>Small world houses and shops  | Represents familiar environments i.e. home.                     | Small world people<br>Cars<br>Artificial grass<br>Small world houses and shops                               | Imitates sounds i.e. a baby crying or a dog barking. Uses objects as what they are.   | Books with push buttons that make sounds.<br>A range of small world figures and buildings. | Draws on their own personal experiences during play.   | Small world people<br>Cars<br>Artificial grass<br>Small world houses and shops |

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

|                | Autumn One   | Autumn Two  | Spring One  | Spring Two  | Summer One  | Summer Two  | Early Learning Goal |
|----------------|--|---|---|---|---|---|---------------------|
| Nursery Skills | <p>To sing rhymes and look at picture books. (Au1)</p> <p>To talk about the different characters and what they are doing. (Au1)</p> <p>To talk about themselves and their families. (Au1)</p> <p>Develop communication that can be understood by others. (Au1)</p> | <p>To talk about celebrations at home. (Au2)</p> <p>To listen to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc and to talk about them and why they are celebrated. (Au2)</p> <p>To listen to, and follow simple</p> | <p>To learn and talk about modes of transportation. (Sp1)</p> <p>To be able to identify the different types of vehicles they see on the road. (Sp1)</p> <p>To begin to use a wide range of vocabulary in the correct context. (Sp1)</p> <p>To talk in short sentences that others can</p> | <p>To listen to traditional stories and retain key vocabulary. (Sp2)</p> <p>To be able to talk about the setting, characters and the structure of the story. (Sp2)</p> <p>To be able to use connectives e.g. Once upon a time and then. (Sp2)</p> <p>To listen to, and follow</p> | <p>To listen to traditional stories and retain key vocabulary. (Su1)</p> <p>To be able to answer questions and share opinions using the relevant vocabulary. (Su1)</p> <p>To be able to talk about the setting, characters and the structure of the story. (Su1)</p> <p>To be able to</p> | <p>To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly. (Su2)</p> <p>To be able to answer questions and share opinions using the relevant vocabulary. (Su2)</p> <p>To be able to talk about the setting, characters and</p> |                     |

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|                      |  | instructions.<br>(Au2)  | understand.<br>(Sp1)<br><br>To listen to,<br>and follow<br>simple<br>instructions<br>and respond to<br>questions<br>appropriately   | simple<br>instructions<br>and respond to<br>questions<br>appropriately.<br>(Sp2)<br><br>To talk in short<br>sentences that<br>others can<br>understand.<br>(Sp2)   | use<br>connectives<br>e.g. Once upon<br>a time and<br>then. (Su1)   | the structure of<br>the story with<br>confidence.<br><br>Su2  |  |
| Nursery<br>Knowledge | To know that<br>stories have<br>different<br>character<br>which could be<br>real and<br>pretend. (Au1)<br>To know to sing<br>words clearly<br>so that they are<br>audible. (Au1)<br><br>To know that it<br>is OK to talk to<br>others about<br>wants and<br>needs. (Au1) | o know that<br>stories have a<br>beginning,<br>middle and an<br>end. (Au2)<br><br>To be able to<br>understand<br>simple<br>instructions.<br>(Au2) | To be able to<br>differentiate<br>and categorise<br>objects based<br>on their<br>properties.<br>(Sp1)<br><br>To remember<br>new words I am<br>learning when<br>talking to<br>others. (Sp1)<br><br>To be able to<br>understand<br>simple<br>instructions,<br>questions and<br>commands.<br>(Sp1) | To know that<br>stories have a<br>beginning,<br>middle and an<br>end. (Sp2)<br><br>To be able to<br>answer<br>questions<br>related to the<br>story. (Sp2)<br><br>To be able to<br>understand<br>simple<br>instructions,<br>questions and<br>commands.<br>(Sp1) | To know that<br>stories have a<br>beginning,<br>middle and an<br>end. (Su1)<br><br>To be able to<br>answer<br>questions<br>related to the<br>story. (Su1)<br><br>To be able to<br>use vocabulary<br>learnt to have a<br>conversation<br>with others.<br>(Su1) | To be able to<br>independently<br>sequence<br>familiar rhymes<br>and to be able<br>to say what<br>happens next<br>in a story. (Su2)<br><br>To use the<br>words they<br>know<br>appropriately to<br>organise<br>themselves<br>and their play.<br>(Su2) |  |

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| Reception Skills    | To talk about themselves and others. (Au1)<br>To sing songs. (Au1)<br>To speak about a range of texts. (Au1) | To compare different festivals. (Au2)<br>To make comments about their observations. (Au2)  | To describe features of traditional stories. (Sp1)<br>To talk about the role of healthy food and exercise in staying healthy. (Sp1) | To describe familiar texts with detail and using full sentences. (Sp2)<br>To being to ask questions about familiar aspects of their environment and their learning. (Sp2) | o label and sort living things. (Su1)<br>To begin to research using a search engine. (Su1)<br>To describe habitats. (Su1) | o be able to order a range of life cycles. (Su2)<br>To be able to give facts about a specified subject. (Su2) | <b><u>Listening and Understanding.</u></b><br>*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 interaction.<br>*Make comments about what they have heard and ask questions to clarify their |
| Reception Knowledge | To know about others. (Au1)<br>To know familiar songs. (Au1)<br>To describe different story                  | To know about different festivals. (Au2)<br>To be able to talk about how different people help us. (Au2)<br>To begin to talk about why | To know different traditional stories. (Sp1)<br>To know a range of healthy food   | To know different features of texts. (Sp2)<br>To talk confidently about why things happen using new   | To name and sort a range of living things. (Su1)<br>To be able to talk about different habitats. (Su1)<br>To engage in    | To know different life cycles. (Su2)<br>To know a range of facts. (Su2)<br>To engage in meaningful            |  |

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|  | and non-fiction texts. (Au1) | things happen using new vocabulary learnt. (Au2) | and exercise. (Sp1)<br>Express their ideas and feelings about their experiences. (Sp1) | vocabulary learnt. (Sp2)<br>To engage in meaningful conversations with others. (Sp2) | meaningful conversations with others. (Su1) | conversations with others. (Su2) | understanding.<br>*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.<br><b><u>Speaking.</u></b><br>*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.<br>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. |
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|  |  |  |  |  |  |  |  | <p>*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> |
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### Personal, emotional and social development – Prime Area

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

|                | Autumn One   | Autumn Two  | Spring One  | Spring Two  | Summer One  | Summer Two  | Early Learning Goal |
|----------------|--|---|---|---|---|---|---------------------|
| Nursery Skills | <p>To separate from main carer and learn to adapt to the Nursery environment. (Au1)</p> <p>To select and use activities and resources, with some support if needed. (Au1)</p> <p>To wash hands after using the toilet. (Au1)</p> | <p>To learn about daily routines and classroom rules. (Au2)</p> <p>To be aware of behavioural expectations in the Nursery. (Au2)</p> <p>To select and use activities and resources, with some support if needed. (Au2)</p> <p>To show an awareness of</p> | <p>To learn how to share resources and play in a group. (Sp1)</p> <p>To learn to look after resources within the class. (Sp1)</p> <p>To listen to, and follow rules set. (Sp1)</p> <p>To take turns whilst playing and waiting patiently to</p> | <p>To show independence in accessing and exploring the environment. (Sp2)</p> <p>To independently put on coats and use the toilet. (Sp2)</p> <p>To listen to, and follow rules set. (Sp2)</p> | <p>To be able to initiate play with peers and keep play going by giving ideas. (Su1)</p> <p>To become more outgoing with unfamiliar people. (Su1)</p> <p>To show more confidence in new social situations. (Su1)</p> <p>To begin to find solutions to</p> | <p>To gain enough confidence to talk to adults and peers. (Su2)</p> <p>To begin to be assertive towards others where necessary. (Su2)</p> |                     |

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|                   |   | the importance of oral health. (Au2)  | have a go. (Sp1)  | To learn to look after resources within the class. (Sp2)  | conflicts. (Su1)<br>To show an awareness of how others may be feeling. (Su1)  |  |  |
| Nursery Knowledge | To know that they can approach adults in Nursery when needed. (Au1) | To know how to adapt behaviour to suit classroom routines. (Au2)<br>To show confidence in asking adults for support. (Au2)<br>To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies. (Au2) | To know how to manage their emotions in different situations. (Sp1)<br>To know that there are boundaries set. (Sp1)<br><br>To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'. (Sp1)<br>To know that we must respect our resources and out them back when we have | To be aware of the different areas in the Nursery and how to explore them safely. (Sp2)<br><br>To approach an adult if they need support. (Sp2) | To know that to play nicely it's important to share and take turns. (Su1)<br><br>To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort. (Su1)<br><br>To know that it is OK to engage with others, even if in a different environment. (Su1)<br><br>To know that people show their emotions | To know how to talk politely and develop an understanding of what is appropriate. (Su2)<br><br>To know that it is OK to challenge others, but they must remember to always be kind. (Su2)<br><br>To know that people show their emotions in different ways, for example smiling if they are happy, cry |  |

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|                         |  |   | <p>finished with them. (Sp1)</p> <p>To know that when playing in a group they need to share and also know that they will get a turn. (Sp1)</p>      |   | <p>in different ways, for example smiling if they are happy, cry if they are sad etc. (Su1)</p> | <p>if they are sad etc. (Su2)</p>                            |   |
| <p>Reception Skills</p> | <p>To describe a friend. (Au1)</p> <p>To know and demonstrate friendly behaviour. (Au1) To understand how to be a good friend. (Au1)</p> <p>To learn to join in with whole group activities. (Au1)</p> <p>To choose an activity independently. (Au1)</p> | <p>To learn about a range of different festivals. (Au2)</p> <p>To learn about important dates in their lives. (Au2)</p> | <p>To learn right from wrong. (Sp1)</p> <p>To understand how to make the right choices and the consequences of not making the right ones. (Sp1)</p> | <p>To understand that people need help. (Sp2) To identify ways of being helpful to others and how this will make them feel. (Sp2)</p> | <p>To describe a range of different habitats around the world. (Su1)</p>                        | <p>To learn about the different family structures. (Su2)</p> | <p><u>Self-Regulation.</u></p> <p>*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when</p> |

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| <p>Reception Knowledge</p> | <p>To describe and show friendly behaviour. (Au1) To begin taking turns with their friends. (Au1)</p> | <p>To be able to talk about different festivals. (Au2) To understand why different people celebrate different things. (Au2)</p> | <p>To be able to talk about why a character has made a poor choice and what the consequences are. (Sp1)</p> <p>To be able to talk about how the character could have made a better choice. (Sp1)</p> | <p>To talk about the effect my behaviour has on others. (Sp2)</p> | <p>To talk about the world that we live in and how there are similarities and differences when looking at different aspects. (Su1)</p> | <p>To be able to talk about the relationships they have at home with their family and friends. (Su2)</p> | <p>appropriate.<br/> *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.<br/> <u>Managing Self.</u><br/> *Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.<br/> *Explain the reasons for rules, know right from wrong and try to behave</p> |
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|  |  |  |  |  |  |  | <p>accordingly.<br/>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p><u>Building Relationships.</u><br/>*Work and play cooperatively and take turns with others.<br/>*Form positive attachments to adults and friendships with peers. *Show sensitivity to their own and to others' needs</p> |
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### Physical Development – Prime Area

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

|                | Autumn One  | Autumn Two  | Spring One  | Spring Two  | Summer One  | Summer Two   | Early Learning Goal |
|----------------|---|---|---|---|---|--|---------------------|
| Nursery Skills | <p>To take care of toileting needs independently. (Au1)</p> <p>To begin to show a preference for a dominant hand. (Au1)</p> <p>To climb apparatus safely. (Au1)</p> <p>To begin to show awareness of moving equipment</p> | <p>To independently put on their coats, with some support for the zipper and buttons. (Au2)</p> <p>To copy dance moves and to move to different kinds of rhythms. (Au2)</p> <p>To use mark making resources with increasing</p> | <p>To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc. (Sp1)</p> <p>To mark make in sensory trays and also copy different patterns. (Sp1)</p> <p>To mark make using a comfortable grip when using</p> | <p>To hold the pencil correctly using a tripod grip. (Sp2)</p> <p>To begin to form numbers and familiar letters, e.g. letters in their name. (Sp2)</p> <p>To look at books independently whilst turning pages one at a time. (Sp2)</p> <p>Using balancing</p> | <p>To hold the pencil confidently, using the tripod grip and forming letters and numbers mostly correctly. (Su1)</p> <p>To be able to use scissors confidently and make straight, zig zag and circular snips using one hand. (Su1)</p> <p>To run skilfully and be able to</p> | <p>To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently. (Su2) To independently write their name. (Su2)</p> <p>To confidently use scissors and other tools safely. (Su2)</p> <p>To mark make using a</p> |                     |

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|                   | safely with peers. (Au1)   | independence. (Au2)   | pencils and pens. (Sp1)<br><br>To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills. (Sp1)<br><br>To hold jugs and containers confidently and pour from one container into another. (Sp1)<br>To show awareness of healthy food choices and impact on our body. (Sp1) | apparatus. (Sp2)<br><br>To mark make using a comfortable grip when using pencils and pens. (Sp2) | negotiate space. (Su1)<br><br>To mark make using a comfortable grip when using pencils and pens. (Su1)          | comfortable grip when using pencils and pens. (Su2)   |  |
| Nursery Knowledge | To know about personal hygiene and the importance of being clean and tidy. (Au1) | To show confidence in dressing up and self-care activities. (Au2)<br><br>To know how to move on | To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs,  | To know that the pencil needs to be held comfortably and with one hand to form                   | To know the correct ways of forming letters. (Su1)<br><br>To know that snips should be made on the line and the | To know how to hold the pencil correctly and also recognise and self-correct when they form letters |  |

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|  | <p>To know that washing hands is important after using the toilet and before we eat. (Au1) To know that books in English should be read from left to right and one page at a time. (Au1)</p> <p>To use alternate feet when climbing apparatus. (Au1)</p> <p>To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers. (Au1)</p> | <p>different beats and rhythms e.g. slowly for slow music and fast on quicker beats. (Au2) To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint. (Au2)</p> | <p>hammers and pencils. (Sp1)</p> <p>To know that they need to use tools with a dominant hand. (Sp1)</p> <p>To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping. (Sp1)</p> <p>To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely. (Sp1) To know what making right food</p> | <p>letters and numbers. (Sp2)</p> <p>To know how to use one handed tools effectively. (Sp2)</p> <p>To be able to follow a simple sequence of movements to music and rhythm. (Sp2)</p> | <p>pattern should be followed. (Su1) To know how to feed paper/materials through hand when cutting around objects. (Su1) To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness. (Su1)</p> | <p>incorrectly. (Su2)</p> <p>To successfully take part in group games with support from an adult. (Su2)</p> <p>To move confidently and safely in a range of ways, avoiding obstacles; running/hopping/skipping etc. (Su2)</p> |  |
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|                  |  |  | <p>choices looks like. (Sp1)</p> <p>To show independence in self help skills such as toileting and dressing. (Sp1)</p>   |  |   |  |   |
| Reception Skills | <p>To use a dominant hand. (Au1)</p> <p>To begin to form recognisable letters which are formed mostly correctly. (Au1)</p> <p>To use climbing equipment safely and competently. (Au1)</p> <p>To use a dominant hand. (Au1)</p> | <p>To use a dominant hand. (Au2)</p> <p>To begin to use anticlockwise movement and retrace vertical lines. (Au2)</p> <p>To use climbing equipment safely and competently. (Au2)</p> <p>To negotiate space effectively. (Au2)</p> | <p>To show good practice with regard to exercise, eating, sleeping and hygiene. (Sp1)</p> <p>To be able to balance and coordinate safely. (Sp1)</p> <p>To negotiate space effectively. (Sp1)</p> | <p>To handle tools, objects, construction and malleable materials safely and with increasing control. (Sp2)</p> <p>To negotiate space effectively. (Sp2)</p> | <p>To use a pencil effectively to form recognisable letters, most of which are formed correctly. (Su1)</p> <p>To show good control and coordination in large and small movements. (Su1)</p> | <p>To show good control and coordination in large and small movements. (Su2)</p> | <p><b>Gross Motor Skills.</b></p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>*Demonstrate strength, balance and coordination when playing.</p> <p>*Move energetically, such as running, jumping, dancing,</p> |

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| <p>Reception Knowledge</p> | <p>To know which hand to write with. (Au1) To know how to use the trim trail safely. (Au1)</p> <p>To know how to use scissors effectively. (Au1)</p> | <p>To know how to make anticlockwise movement and retrace vertical lines. (Au2)</p> <p>To know how to use the trim trail safely. (Au2)</p> <p>To know how to use scissors effectively. (Au2)</p> | <p>To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health. (Sp1) To know how to use scissors effectively. (Sp1)</p> | <p>To know why it is important to handle different apparatus safely. (Sp2)</p> <p>To know how to use scissors effectively. (Sp2)</p> | <p>To know how to form letters correctly. (Su1)</p> <p>To know how to use scissors effectively. (Su1)</p> | <p>To know how to handle a range of equipment and tools effectively. (Su2)</p> <p>To know how to use scissors effectively. (Su2)</p> | <p>hopping, skipping and climbing.</p> <p><b>Fine Motor Skills.</b> *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> |
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### Literacy – Specific Area

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

|                | Autumn One   | Autumn Two  | Spring One  | Spring Two   | Summer One   | Summer Two   | Early Learning Goal |
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| Nursery Skills | To be able to mark make and identify their marks. (Au1) To recognise familiar logos and labels within the environment. (Au1) | To find and identify familiar letters, e.g. letters in their names. (Au2)<br><br>To talk about and retell a range of familiar stories. (Au2)<br><br>To begin to explore initial sounds in familiar words. (Au2) | To begin to attempt writing familiar letters, e.g letters in their name. (Sp1)<br><br>Adults will consistently model correct formation. (Sp1)<br><br>find and identify familiar letters, e.g. letters in their names. (Sp1)<br><br>To talk about and retell a | To be able to mark make and give meaning to their marks. (Sp2)<br><br>To begin to form some letters correctly, e.g. letters in their name. (Sp2) | To begin to make predictions about a story, sometimes supported by an adult with vocabulary. (Su1) | Children are able to identify initial sounds and blend familiar CVC words. (Su2)<br><br>Make predictions about a story using the relevant vocabulary with independence. (Su2)<br><br>To mark make for a purpose and be able to |                     |

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|                   |   |  | range of familiar stories. (Sp1)   |  |   | talk about the marks. (Su2)  |  |
| Nursery Knowledge | <p>To know that text can be used as a form of identification. (Au1) To know that text has a meaning. (Au1)</p> <p>To know that text is read from left to right and top to bottom in English. (Au1)</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages (Au1)</p> <p>To learn a range of Nursery Rhymes. (Au1)</p> | <p>To know that letters are used to make up words. (Au2)</p> <p>To know that each letter makes a sound – focussing on sounds in their names. (Au2)</p> <p>To learn that stories have a sequence; beginning, middle and end. (Au2)</p> <p>To know that text is read from left to right and top to bottom in English. (Au2)</p> <p>To name and talk about the different parts of a book, e.g. front cover/</p> | <p>To know that each letter makes a sound – focussing on sounds in their names. (Sp1)</p> <p>To join in with repetition within stories and rhymes. (Sp1)</p> <p>To be able to talk about different parts of the story. (Sp1)</p> | <p>To be able to talk about their marks with confidence. (Sp2)</p> <p>To join in with repetition within stories. (Sp2)</p> <p>To be able to talk about different parts of the story. (Sp2)</p> | <p>To join in with repetition within stories. (Su1)</p> <p>To be able to talk about different parts of the story. (Su1)</p> | <p>To know that letters make sounds. (Su2)</p> <p>To join in with repetition within stories. (Su2)</p> <p>To engage in extended conversations about stories. (Su2)</p> |  |

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|                     |   | back cover/<br>spine/ pages<br>(Au2)<br><br>To begin to<br>acknowledge<br>initial sounds<br>and their<br>relevance in<br>the environment<br>(Au2)  |   |   |   |   |   |
| Reception<br>Skills | Listening to<br>and identifying<br>sounds in the<br>environments.<br>(Au1)<br><br>Listening to<br>and hearing<br>initial sounds in<br>familiar words.<br>(Au1)<br><br>To identify<br>sounds on a<br>sound mat.<br>(Au1)<br><br>Listens to<br>familiar stories<br>and able to<br>recall some<br>facts. (Au1) | Listening to and<br>hearing sounds<br>in CVC words.<br>(Au2)<br><br>To identify<br>sounds on a<br>sound mat and<br>to use this<br>when writing.<br>(Au2) Listens to<br>familiar stories<br>and able to<br>recall facts.<br>(Au2) | To think of and<br>write a short,<br>simple<br>sentence.<br>(Sp1) Listening<br>to and hearing<br>sounds in CVC<br>and CVCC<br>words. (Sp1)<br>Identifying<br>sounds on a<br>sound mat.<br>(Sp1)<br><br>Listens to<br>stories and is<br>beginning to<br>anticipate what<br>may happen<br>next. (Sp1) | To think of and<br>write a short,<br>simple<br>sentence.<br>(Sp2) Listening<br>to and hearing<br>sounds in CVC<br>and CVCC<br>words. ( Sp2)<br>Identifying<br>sounds,<br>including<br>phonemes and<br>other digraphs<br>on a sound<br>mat. (Sp2)<br><br>Listens to<br>stories and is<br>beginning to<br>anticipate what | To think of and<br>write a short,<br>simple<br>sentence.<br>(Su1) Listening<br>to and hearing<br>sounds in CVC<br>and CVCC<br>words. (Su1)<br>Identifying<br>sounds,<br>including<br>phonemes and<br>other digraphs<br>on a sound<br>mat. (Su1)<br><br>Checking<br>written work<br>and making<br>any changes<br>where | To think of and<br>write a short,<br>simple<br>sentence.<br>(Su2) Listening<br>to and hearing<br>sounds in CVC<br>and CVCC<br>words. (Su2)<br>Identifying<br>sounds,<br>including<br>phonemes and<br>other digraphs<br>on a sound<br>mat. (Su2)<br><br>Checking<br>written work<br>and making<br>any changes<br>where | <b>Comprehension</b><br>*Demonstrate<br>understanding of<br>what has been<br>read to them by<br>retelling stories<br>and narratives<br>using their own<br>words and<br>recently<br>introduced<br>vocabulary.<br>*Anticipate –<br>where<br>appropriate –<br>key events in<br>stories. *Use<br>and understand<br>recently<br>introduced<br>vocabulary |

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|                     |   |  |  | may happen next. (Sp2)   | necessary. (Su1) Listens to stories and is beginning to anticipate what may happen next. (Su1)  | necessary. (Su2)  | during discussions about stories, non-fiction, rhymes and poems and during role-play.<br><br><b>Word Reading.</b>  |
| Reception Knowledge | <p>Knowing that words can be written. (Au1)</p> <p>Knowing the sounds that the taught letters make. (Au1)</p> <p>Knowing what the taught letters looks like. (Au1)</p> <p>Knowing how to write the taught letters. (Au1)</p> <p>Knows how to sequence familiar stories. (Au1)</p> | <p>Knowing that words can be written. (Au2)</p> <p>Knowing the sounds that the taught letters make. (Au2)</p> <p>Knowing what the taught letters looks like. (Au2)</p> <p>Knowing how to write the taught letters. (Au2)</p> <p>Recognising taught HFW in text. (Au2)</p> <p>Knows how to sequence familiar stories. (Au2)</p> | <p>Knowing that words can be written. (Sp1)</p> <p>Knowing the sounds that the taught letters make. (Sp1)</p> <p>Knowing what the taught letters looks like. (Sp1)</p> <p>Knowing how to write the taught letters. (Sp1)</p> <p>Recognising taught HFW in text. (Sp1)</p> <p>Knows how to spell some</p> | <p>Knowing the sounds that the taught phonemes make. (Sp2)</p> <p>Knowing what the taught phonemes look like. (Sp2)</p> <p>Knowing how to write the taught letters. Recognising taught HFW in text. (Sp2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Sp2)</p> | <p>Knowing the sounds that the taught phonemes make. (Su1)</p> <p>Knowing what the taught phonemes look like. (Su1)</p> <p>Knowing how to write the taught letters. (Su1)</p> <p>Recognising taught HFW in text. (Su1)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Su1)</p> | <p>Knowing the sounds that the taught phonemes make. (Su2)</p> <p>Knowing what the taught phonemes look like. (Su2)</p> <p>Knowing how to write the taught letters. (Su2)</p> <p>Recognising taught HFW in text. (Su2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Su2)</p> | <p>*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.</p> <p><b>Writing.</b></p> <p>*Write recognisable</p> |

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|  |  |  | familiar words.<br>(Sp1) | Knows how to spell some familiar words.<br>(Sp2) | Knowing that sentences can be extended by using a connective .<br>(Su1) Uses learnt words and phrases to discuss familiar stories or during role play. (Su1)<br>Knows how to spell some familiar words.<br>(Su1) | Knowing that sentences can be extended by using a connective.<br>(Su2) Uses learnt words and phrases to discuss familiar stories or during role play. (Su2) | letters, most of which are correctly formed.<br>*Spell words by identifying sounds in them and |
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### Maths -Specific Area

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

|                | Autumn One   | Autumn Two  | Spring One   | Spring Two   | Summer One   | Summer Two  | Early Learning Goal |
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| Nursery Skills | <p>To talk about what happened today, yesterday and tomorrow. (Au1)</p> <p>To count out a group of up to 5 objects. (Au1)</p> <p>To show an understanding of 1:1 counting to 5. (Au1)</p> <p>Knowing that the last number you count represents the total number of objects (Au1)</p> | <p>To count out a group of up to 5 objects. (Au2)</p> <p>To match number of objects to numeral. (Au2)</p> <p>To show an understanding of 1:1 counting to 5. (Au2)</p> <p>Knowing that the last number you count represents the total number of objects (Au2)</p> <p>Talk about and explore 2D</p> | <p>To count out a group of up to 10 objects. (Sp1)</p> <p>One more/less using a number line. (Sp1)</p> <p>To develop fast recognition of numbers. (Sp1)</p> <p>To count up to 10. (Sp1)</p> <p>To show an awareness of how numerals are formed and to experiment</p> | <p>To identify, describe and compare groups of objects. (Sp2)</p> <p>To develop fast recognition of numbers. (Sp2)</p> <p>To count up to 10. (Sp2)</p> <p>To independently create and talk about own patterns using a range of objects and</p> | <p>Practical problem solving with numbers up to 5. (Su1)</p> <p>To select and use shapes appropriately in play, combining them to make models and enclosures. (Su1)</p> <p>To develop fast recognition of numbers. (Su1)</p> | <p>To count, order and recognise numbers to 10, in and out of sequence. (Su2)</p> <p>To name and describe 2D shapes. (Su2)</p> <p>To name some common 3D shapes and properties. (Su2)</p> <p>To compare and order objects according to their size and distance. (Su2)</p> |                     |

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|  | <p>Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners (Au1)</p> | <p>shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners (Au2)</p> | <p>with own mathematical mark making. (Sp1)</p> <p>To talk about and explore patterns in the environment (Sp1)</p> | <p>resources. (Sp2)</p> | <p>To use relevant mathematical vocabulary when talking about learning. (Su1)</p> <p>To begin to make sensible comparisons between objects relating to size, length, weight and capacity. (Su1)</p> <p>To begin to describe a sequence of events accurately. (Su1)</p> <p>To recall simple facts about a familiar journey. (Su1)</p> | <p>To develop fast recognition of numbers. (Su2)</p> <p>To use relevant mathematical vocabulary when talking about learning. (Su2)</p> <p>To begin to describe a sequence of events accurately. (Su2)</p> <p>To recall simple facts about a familiar journey. (Su2)</p> <p>To show an awareness of positional language such as under/behind/ next to/over/ on top of. (Su2)</p> |  |
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| <p>Nursery Knowledge</p> | <p>Singing a range of number songs. (Au1) To say number names to 5 in order. (Au1)</p> <p>To know that time can be measured using days. (Au1)</p> <p>To know that the last number said represents the total number of objects (Au1)</p> <p>To show an awareness and name some 2D shapes in the environment. (Au1)</p> | <p>To say number names to 10 in order. (Au2)</p> <p>To know that a group of objects can also be represented by a number (Au2)</p> <p>Singing a range of number songs. (Au2) To know that the last number said represents the total number of objects (Au2)</p> <p>To show an awareness and name some 2D shapes in the environment. (Au2)</p> | <p>To create and repeat simple patterns. (Sp1) To subitise to 3.</p> <p>(Sp1) To know number order beyond 5 when counting. (Sp1)</p> <p>To say number names to 10 in order. (Sp1)</p> <p>To be able to say number names forwards and backwards to 10. (Sp1) To know that each object should only be counted once. (Sp1) Singing a range of number songs. (Sp1)</p> | <p>To subitise to 3. (Sp2) To know number order beyond 5 when counting. (Sp1)</p> <p>To use the language of more and less to compare amounts. (Sp2)</p> <p>To know that numbers can be ordered. (Sp2) To be able to demonstrate through games and role play an understanding of positional language. (Sp2)</p> <p>Singing a range of number songs. (Sp2)</p> | <p>To remember the order in which things happen. (Su1)</p> <p>To know that subtraction means taking an amount away from a group. (Su1)</p> <p>To know that some shapes more appropriate than others when building. (Su1)</p> <p>To remember different aspects of a journey, e.g. "I walked over a bridge to get to school". (Su1)</p> | <p>To learn vocabulary linked to describing size and distance. (Su2) To be able to say number names forwards and some backwards to 15. (Su2) To remember the order in which things happen. (Su2)</p> <p>To remember different aspects of a journey, e.g. "I walked over a bridge to get to school". (Su2)</p> |  |
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| <p>Reception Skills</p> | <p>To count up to 10 objects with 1:1 correspondence. (Au1) To match quantities to numeral. (Au1) To begin to recognise numbers automatically on a dice/card to 5. (Au1) To identify 2D shapes and talk about their properties. (Au1) To begin to be able to recognise and talk about simple patterns. (Au1)</p> | <p>To find the total of 2 groups of objects. (Au2)</p> <p>To order numbers to 10. (Au2)</p> <p>To identify 2D shapes and talk about their properties. (Au2)</p> <p>To begin to recognise numbers automatically on a dice/card to 5. (Au2)</p> <p>To be able to count to 10 independently. (Au2)</p> <p>To be able to recognise and talk about simple patterns. (Au2)</p> | <p>To use nonstandard units to measure length, weight and capacity. (Sp1)</p> <p>To use money during role play activities to buy items. (Sp1)</p> <p>To begin to explore number bonds to 5. (Sp1)</p> <p>To be able to count to 20 independently. (Sp1)</p> <p>To know how to use positional language in the appropriate context. (Sp1)</p> | <p>To use objects to solve addition and subtraction problems. (Sp2)</p> <p>To share objects between a group of people equally. (Sp2) To explore number bonds to 5. (Sp2)</p> <p>To know that sharing equally means everyone has the same amount. (Sp2)</p> | <p>To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line. (Su1) To know that to double a number is to add the same amount. (Su1)</p> <p>To know that to halve a number you have to split it up into two equal parts. (Su1)</p> | <p>To know addition and subtraction problems can be solved by counting forwards or backwards on a number line. (Su2)</p> <p>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity. (Su2)</p> <p>To make observations of and compare length, weight and capacity. (Su2)</p> <p>To know how to recognise patterns in numbers. (Su2)</p> | <p><b>Number</b></p> <p>*Have a deep understanding of number 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.</p> |
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| <p>Reception Knowledge</p> | <p>To say the number names to 10 in order. (Au1)</p> | <p>To say number names to 10 in order. (Au2)</p> <p>To know the names of some 2D shapes. To describe shapes in their own way. (Au2)</p> <p>To say the days of the week in order. To begin to say the months of the year in order. (Au2)</p> <p>To know that patterns are repeated designs. (Au2)</p> | <p>To know that money can be used to buy items. (Sp1)</p> <p>To understand and use a range of prepositions in everyday contexts. (Sp1)</p> | <p>To know that subtraction involves removing an object from a group. (Sp2)</p> <p>To be able to count, order and recognise <b>some</b> numbers to 10. (Sp2)</p> <p>To begin to solve simple addition and subtraction number problems . (Sp2)</p> <p>To be able to share a group of objects equally. (Sp2)</p> | <p>To know that the word 'more' indicates that the group is getting larger. (Su1)</p> <p>To know that the word 'less' indicates that a group is getting smaller. (Su1)</p> <p>To be able to count, order and recognise <b>some</b> numbers to 10. (Su1)</p> <p>To count forwards and backwards to 20. (Su1)</p> <p>To know that sharing equally means everyone has the same amount of an object.(Su1)</p> | <p>To know the names of basic 2D shapes. (Su2)</p> <p>To begin to know the names of basic 3D shapes. (Su2)</p> <p>To know the names of some 3D shapes. (Sp2)</p> <p>To know that addition involves combining groups of objects. (Su2)</p> <p>To read number addition sentences. (Su2)</p> <p>To be able to count, order and recognise numbers to 10. (Su2)</p> <p>To spot patterns in numbers ie</p> | <p><b>Numerical Patterns.</b></p> <p>*Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> |
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|  |  |  |  |  |  | counting in 2s<br>(Su2) |  |
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### Understanding the World – Specific Area

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

|                | Autumn One   | Autumn Two   | Spring One  | Spring Two   | Summer One   | Summer Two  | Early Learning Goal |
|----------------|--|--|---|--|--|---|---------------------|
| Nursery Skills | <p>To be able to talk about their body parts and what the function is of each part. (Au1) To be able to identify similarities and differences between themselves and peers. (Au1)</p> <p>Children to begin to talk about significant</p> | <p>To know that everyone has a birthday and they are usually celebrated in a similar manner around the world. (Au2)</p> <p>To know that some celebrations are specific to some cultures.(Au2)</p> <p>Operate simple equipment e.g. use a remote control. (Au2)</p> | <p>To learn about different modes of transportation and who operates them, how they travel to school, local area and natural environment. (Sp1)</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound,</p> | <p>To listen to traditional stories such as Jack and the Beanstalk and talk about plants. Plant their own seeds and check how tall the plants grow. (Sp2)</p> <p>To talk about Easter. (Sp2)</p> <p>Children to talk about significant</p> | <p>Talk about where food comes from and bake a range of things. (Su1)</p> <p>Make own habitats using a range of resources. (Su1)</p> <p>To use senses to explore the world around them. (Su1)</p> <p>Children to talk about significant events in their life with confidence (Su1)</p> | <p>Make comparisons between habitats of farm animals and wild animals. (Su2)</p> <p>Children to talk about significant events in their life with confidence. (Su2)</p> <p>To explore materials which will float</p> |                     |

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|-------------------|--|---|--|--|--|---|--|
|                   | <p>events in their life. (Au1)</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound (Au1)</p>  | <p>Children to begin to talk about significant events in their life. (Au2)</p>  | <p>movement or a new image (Sp1) Children to talk about significant events in their life. (Sp1)</p> <p>To use senses to explore the world around them (Sp1)</p>  | <p>events in their life. (Sp2)</p> <p>) Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or a new image (Sp2)</p>   |  | <p>and which will sink. (Su2)</p>   |  |
| Nursery Knowledge | <p>To know about family structures and be able to talk about who is part of their family. (Au1)</p> <p>To begin to talk about what they see using some new vocabulary. (Au1)</p> <p>Shows an interest in</p> | <p>To be able to categorise animals by their characteristics. (Au2)</p> <p>To learn about the different stories related to Autumn festivals. (Au2)</p> <p>Shows an interest in technological toys (Au2)</p> | <p>To know similarities and differences between modes of transportation. (Sp1) To know that adults do a variety of jobs and that they are not all the same. (Sp1)</p> <p>To show an awareness of the emergency services and how they can</p> | <p>To know that every living being has a life cycle and they change in shape and size as they grow. (Sp2)</p> <p>To know that living beings follow a similar growth pattern and make comparisons. (Sp2)</p> <p>To begin understand the</p> | <p>To know that difference creatures live in different places based on their characteristics, e.g. farm animals can live around people, however wild animals can be dangerous so we have to be careful, wild animals live in forests/jungles /safaris/ zoos or aquariums (Su1)</p> | <p>To know that different animals and birds produce food that we consume and there are different people who make food that we can buy in the supermarket. (Su2)</p> |  |

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|                  | technological toys. (Au1)  |   | help us. (Sp1)<br>To talk about what they see using new vocabulary with independence (Sp1)   | importance of looking after our environment and all living things and where we can collect natural resources from. (Sp2)  |  |  |  |
| Reception Skills | <p>To talk about how they have changed since they were a baby. (Au1)</p> <p>To talk about the changes they observe in their environment – Seasons link. (Au1)</p> <p>To be able to recount changes within living memory. (Au1)</p> <p>Identify some similarities and differences</p> | <p>Answer basic questions about the past. (Au2)</p> <p>To use directional language to describe a sequence (Aut 2)</p> <p>Talk, draw or write about aspects of the past. (Au2)</p> | <p>To identify and sort healthy/unhealthy foods. (Sp1/2)</p> <p>To identify and group a range of fruits and vegetables. (Sp1/2)</p> <p>To negotiate space effectively in order to use a technological device. (Sp1/2)</p> <p>To talk about a special event in their life. (Sp1/2)</p> <p>Know that their own experiences differ to those of others. (Sp1/2)</p> <p>I can talk about features of my own immediate environment and how environments may vary from one another (Sp1/2)</p> <p>I can make observations and express their views of the environment. (Sp1/2)</p> | <p>Making treasure maps to direct friends to a 'goal'. Exploring maps of the world. (Su1/2)</p> <p>Talking about the life cycle of plants and animals and what they need to survive. (Su1/2)</p> <p>Exploring a range of habitats, looking at why the animal lives like that. (Su1/2)</p> <p>Understand key features of events. (Su1/2)</p> <p>I can ask questions about their familiar world (where they live or the natural world). (Su2)</p> | <p><b>Past and Present.</b> *Talk about the lives of the people around them and their roles in society.</p> <p>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>*Understand the past through settings,</p> |  |  |

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|                     | between now and the past. (Au1)  |   |  |  | characters and events encountered in books read in class and storytelling.   |
| Reception Knowledge | <p>To know the names of different body parts. (Au1)</p> <p>To know that there are many countries around the world. (Au1)</p> <p>To name members of their family. (Au1)</p> | <p>To know that adults do a variety of jobs. (Au2) To know that the emergency services exist and what they do. (Au2)</p> <p>To identify who they are, that they are an individual. (Au2)</p> <p>To try and understand that things change over time. (Au2)</p> | <p>To identify members of the community who help us. (Sp1/2)</p> <p>To be able to say how members of the community help them. (Sp1/2)</p> <p>To identify and talk about a time when someone has helped them. (Sp1/2)</p> <p>To be able to say what the reasons and results are of people helping us. (Sp1/2)</p> | <p>To begin to understand that things change over time. (Su1/2)</p> <p>To begin to understand that things happened a really long time ago. (Su1/2)</p> | <p><b>People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>*Know some similarities and differences between different religious and cultural communities in this country, drawing on their</p> |

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|  |  |  |  |  | <p>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.</p> <p><b>The Natural World.</b><br/>*Explore the natural world around them, making observations and drawing pictures of animals and plants. *Know some</p> |
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|  |  |  |  |  | <p>similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> |
|--|--|--|--|--|--|

### Expressive Arts and Design – Specific Area


The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

|                | Autumn One   | Autumn Two  | Spring One   | Spring Two   | Summer One  | Summer Two  | Early Learning Goal |
|----------------|--|---|--|--|---|---|---------------------|
| Nursery Skills | <p>Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm (Au1)</p> <p>To learn about art and music of Africa for Black History Month. (Au1)</p> <p>Uses various construction materials. (Au1)</p> | <p>Sing familiar Nursery Rhymes and Nativity songs. (Au2)</p> <p>To make Christmas cards and decorations for friends and family using a range of media. (Au2)</p> <p>To make patterns with paint and different objects, exploring what happens when</p> | <p>To begin to act out different scenarios using props to enhance imaginative play. (Sp1 )</p> <p>Sing familiar songs or make up own songs. (Sp1)</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. (Sp1 )</p> <p>To play instruments</p> | <p>Feely bag activities with different objects for children to feel and describe. (Sp2 )</p> <p>To engage in role play by making stick puppets of different story characters. (Sp2 )</p> <p>Sing familiar Nursery Rhymes. (Sp2 )</p> <p>Realises tools can be used for</p> | <p>To make masks for role play. (Su1 )</p> <p>Sing familiar songs in the correct tone and changing melody if appropriate. (Su1 )</p> <p>Uses available resources to create props to support role - play. (Su1 )</p> <p>To use available props to develop stories and make imaginative</p> | <p>To listen to music and create movements to the different beats. (Su2)</p> <p>To construct with bricks and blocks to make an enclosure. (Su2)</p> <p>Explore different materials freely, using them with a purpose. (Su2)</p> <p>Beginning to be interested in and describe</p> |                     |

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|-------------------|---|--|--|---|---|--|--|
|                   |   | <p>you mix colours. (Au2)</p> <p>Joins construction pieces together to build and balance. (Au2)</p>  | <p>with increasing control. (Sp1 )</p>   | <p>a purpose. (Sp2 )</p>  | <p>play more purposeful. (Su1 )</p> <p>To show different emotions in pictures clearly. (Su1)</p>  | <p>the texture of things. (Su2)</p>  |  |
| Nursery Knowledge | <p>To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard. (Au1)</p> <p>For children to be able to construct with a purpose and safely. (Au1)</p> | <p>To know how different colours and materials can be used to create things. (Au2)</p> <p>To learn about art and crafts from different cultures e.g. Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world. (Au2)</p> | <p>To know how colours can be mixed to make a new colour. (Sp1)</p> <p>To use their imagination to create different works of art. (Sp1)</p> <p>For children to be able to construct with a purpose and safely. (Sp1)</p> <p>To play instruments to express feelings and ideas. (Sp1)</p> | <p>To know about the different materials and what can be created with them. (Sp2)</p> <p>To use their knowledge of stories in acting them out with friends. (Sp2)</p> <p>Sing songs clearly using correct words that have been learned. (Sp2)</p> <p>To know how to create recognisable representations</p> | <p>To know how to use props appropriately for particular stories. (Su1)</p> <p>To know that they can change their voices whilst singing or acting out stories to create a dramatic effect. (Su1)</p> <p>For children to be able to construct with a purpose and safely. (Su1)</p> <p>To know how to use</p> | <p>To know that body movements can be changed depending on the rhythm to achieve a desired effect. (Su2)</p> <p>To know that different construction toys can be used to make new things that can be used in pretend play. (Su2)</p> <p>To show confidence in choice of</p> |  |

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|------------------|--|--|--|---|--|---|---|
|                  |  |  |  | of objects.<br>(Sp2)  | available props to develop stories and make imaginative play more purpose (Au1)  | media when creating a model or picture. (Su2)   |   |
| Reception Skills | <p>To remember the words to a range of songs. (Au1)</p> <p>To give meaning to the marks that are made. (Au1)</p> <p>To explore the different sounds of a range of instruments. (Au1)</p> | <p>Uses simple tools and techniques competently and appropriately. (Au2)</p> | <p>To use resources to create own props. (Sp1) #</p> <p>Constructs with a purpose in mind, using a variety of resources. (Sp1)</p> <p>To effectively use instruments to tap a simple beat. (Sp1)</p> | <p>To use a range of resources to create own props to aid role play. (Sp2)</p> <p>To plan, carry out and evaluate and change where necessary (Sp2)</p> <p>Manipulates materials to achieve a planned effect. (Sp2)</p> <p>To effectively use instruments to tap a simple beat (Sp2)</p> | <p>To use what they have learnt about media and materials in an original way and be able to explain their choices. (Su1)</p> <p>Selects appropriate resources and adapts work where necessary. (Su1)</p> | <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Su2)</p> | <p><b>Creating with Materials.</b></p> <p>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>*Make use of props and materials when role playing</p> |

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| <p>Reception Knowledge</p> | <p>To learn a range of songs from around the world. (Au1)</p> <p>To know that people from different countries may have different traditions. (Au1)</p> | <p>To learn the names of different tools and techniques that can be used to create Art. (Au2)</p> <p>To experiment with creating different things and to be able to talk about their uses. (Au2)</p> | <p>To understand that pictures can be created by making observations or by using imagination. (Sp1)</p> <p>To use paints, pastels and other resources to create observational drawings. (Sp1)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs. (Sp1)</p> | <p>To use a range of props to support and enhance role play. (Sp2)</p> <p>To identify and select resources and tools to achieve a particular outcome. (Sp2)</p> <p>To be able to play instruments along to a simple beat. (Sp2)</p> | <p>To know the different uses and purposes of a range of media and materials. (Su1)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs. (Su1)</p> | <p>To describe ways of safely using and exploring a variety of materials. (Su2)</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using. (Su2)</p> | <p>characters in narratives and stories. <b>Being Imaginative and Expressive</b></p> <p>*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.</p> |
|----------------------------|--|--|---|---|---|--|--|

|  | Autumn 1  | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|----------|----------|----------|----------|----------|
| <b>COEL<br/>&amp;<br/>Character</b><br><br>   | <b><u>Characteristics of Effective Learning</u></b>   |          |          |          |          |          |
|  | <p><b>Playing and Exploring-</b> Children investigate and experience different things and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which supports their learning.</p> <p><b>Active Learning-</b> Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and Thinking Critically-</b> Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> |          |          |          |          |          |
| <b>Character</b>   |   |          |          |          |          |          |
| <p>A fundamental part of the curriculum here at the Academy of Woodlands is helping children become more effective learners. It is our aim to equip children not only with the skills and knowledge to achieve at primary school but also the tools to become effective learners throughout their lives. This “learning toolkit” is created and developed using our character values and aims to help children to become better Leaders, be more Organised, build Resilience, use their Initiative more effectively and become more effective Communicators both in writing and verbally. Our teaching intent truly values the importance of a rigorous and stretching academic education combined with nurturing and fostering wider personal development leading to well-educated and rounded individuals ready for the next stage of their education.</p> |   |          |          |          |          |          |

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| <p><b>Over Arching Principles</b></p> | <p><b>Unique Child-</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships-</b> Children flourish with warm, strong and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are not alone, embrace each community.</p> <p><b>Enabling Environments-</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development-</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p style="text-align: center;"><b>PLAY-</b></p> <p>At the Academy of Woodlands, we understand that children learn best when they are absorbed and active and interested. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as child led and practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'learning through play'. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</p> |
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*"We will ensure that all children learn and develop well and are kept healthy and safe at ALL times. "The Symptom of an educated person is good character, which includes empathy, gratitude, courage, integrity, self-discipline and respect."*

|  | Term 1  | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|--|---|--------|--------|--------|--------|--------|
| <p><b>The Woodlands Way</b></p> <p>Resilience<br/>Empathy<br/>Self-awareness<br/>Pride<br/>Excellence<br/>Communication<br/>Togetherness</p> | <p>Our principles are tangible throughout our curriculum and embedded into our everyday practice and interactions with children.</p>  |        |        |        |        |        |
|  | <p>Our school motto is 'Be the Best at What you Do'. Our values, curriculum and focus on character development act as the keys to unlock the opportunities for every member of our community to achieve our motto.</p> <p>Early Years is where the children's school journey begins. Alongside our whole school values and principles, in our nursery and reception, we also provide children with the skills to achieve their best and be the best at what they do.</p> <p>We do this through:</p> <p><b>Enabling environments</b><br/>We model how to use the environments and rich resources provided</p> <p><b>Awareness of self and others</b><br/>We support children in understanding themselves, their emotions and how others may feel or act and why through conversations</p> <p><b>Relationships and friendships</b><br/>We help children build relationships with adults and teach them the skills to be friends and make new friends to ensure they have positive and joyful experiences in nursery and reception</p> <p><b>Listening skills</b><br/>We teach children to listen through storytelling, class, paired and group discussions, modelling how a conversation works – learning to listen to each other, as well as adults.</p> <p><b>Year R readiness</b><br/>We teach children to be ready for Reception through modelling how to be on a pathway to self-regulation and teaching and showing basic skills such as zipping coats, holding cutlery.</p> <p><b>Yearn to be imaginative and creative</b><br/>We provide a range of rich resources and experiences to ensure children can be creative and imaginative in their play and learning. We encourage children to be creative and imaginative in their play.</p> |        |        |        |        |        |
| <p><i>Core Principles</i></p> <p>Our principles are tangible throughout our curriculum and embedded into our everyday practice</p>           |   |        |        |        |        |        |

and interactions with children.

### **Emotions and belonging**

We teach the children the zones of regulation, read lots of stories and have open conversations to ensure children begin to understand their emotions and the emotions of others, as well as what it means to belong through PSHE conversations.

### **Aspire to do my best**

We encourage children to want to be the best that they can and do the best that they can.

### **Respect**

We teach children to be respectful to their peers, adults, resources and model how to do this and what this means and looks like.

### **Self-confidence and a sense of value**

We help children to become confident learners and individuals to ensure they feel valued

### **Resilience**

We ensure that every child is challenged and is given the courage to push themselves out of their comfort zone

We encourage everyone to have the confidence to celebrate their successes and acknowledge their failures, being resilient in the face of challenge

We provide a range of sporting, artistic and musical activities and events, including competitions

We all give each other the courage to give anything a go, stand up for what we believe in and defend those who are unable to defend themselves

### **Empathy**

We show zero tolerance of discriminatory behaviour in any form and promote understanding of different ways of living our lives

We insist on a moral code based on respect for all, celebrating hard work, good manners and kindness; acting in an honourable way is part of this code

### Self-awareness

We provide a child-led curriculum to encourage independence and ownership within their own personal learning Journeys

We give pupils the confidence to express their individual liberty

We use technologies to deliver and explore key issues, allowing pupils to be confident in dealing with the changing world in which we all live

### Pride

We instil a sense of belonging that helps pupils feel proud and want to make people proud using democratic systems to shape the school community

We encourage children to be proud of their achievements in and out of school

### Excellence

We ensure that all children master basic skills in English and Maths to give them the confidence needed to succeed

We provide children with opportunities and support to achieve personal goals

### Communication

We provide children with the skill to become effective communicators with others

We ensure we teach children to effectively communicate gained knowledge in subject disciplines

### Togetherness

We teach children to understand and value their position within the wider community

We work in partnership with parents, specialists, other schools and agencies

We go on many visits and welcome visitors into school to help pupils learn about the wider community to which they belong

We enable children to develop personal relationships of quality within the Academy of Woodlands family

We teach children to respect the rule of law and behave in a positive manner

*We commit to inspiring every child in some way, however small and we model **British values** and the values of **courage, confidence, respect** and **belonging** in everything we do.*

## Play:

*“Children are magic. They live in a world that overflows with exploration, connections, dreams and imagination. They are trying to share this world with us all the time, because they want us to step through the door that leads there and join them.”*

Greg Bottrill

At the Academy of Woodlands, we really understand and recognise the benefits of young children and their needs, wants and desires to PLAY. It is not a ‘treat’ to play, in fact it is the complete opposite – it’s a fundamental need and it is central to their progress and development.

Most of the children’s school day will be spent engaged in active play. Alongside this, they have a focused small group phonics session; a short whole class maths session and story/sharing time.

PLAY puts children in charge of their learning experience.

PLAY encourages the development of investigative skills.

PLAY enables children to practise recently learned and emerging skills.

In PLAY, children can talk or communicate by other means.

Through PLAY, children are motivated to learn.

Undirected PLAY allows children to learn how to work in small groups, to share, to negotiate, to resolve conflicts and to learn self-advocacy.

Given the importance of play, we dedicate most of the school day to child-initiated play. It is during this time that children are on their own learning journeys, pursuing their own interests, exploring, investigating, communicating and practising skills. As staff, we are led by the children in the moment and we respond to children accordingly.

Having a truly child-centred curriculum allows us, as staff, to develop and form strong relationships with every child in our setting. It means the children can become fully absorbed, happy and engaged in their own learning and we know that when a child is deeply engaged, their brain is developing, and *they are making progress*.

## Maths at the Academy of Woodlands.

At the Academy of Woodlands, we use the Mastery Approach. In Nursery, Maths teaching is implemented through child-led learning alongside White rose materials, using the EYFS Framework 2021 and Birth to 5 Matters. Observations, teaching and next steps happen in the moment with each unique child. In reception, maths lessons are taught whole class for 15 minutes a day. Enhancements are added to both nursery and Reception provisions based on what the skill is for that week.



### IMPROVING MATHEMATICS IN THE EARLY YEARS AND KEY STAGE 1

#### Summary of recommendations

|   |  |   |  |  |
|---|--|---|--|--|
| <p><b>1</b></p> <p>Develop practitioners' understanding of how children learn mathematics</p>    | <p><b>2</b></p> <p>Dedicate time for children to learn mathematics and integrate mathematics throughout the day</p>   | <p><b>3</b></p> <p>Use manipulatives and representations to develop understanding</p>    | <p><b>4</b></p> <p>Ensure that teaching builds on what children already know</p>    | <p><b>5</b></p> <p>Use high quality targeted support to help all children learn mathematics</p>   |
| <ul style="list-style-type: none"><li>Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy.</li><li>Developmental progressions show us how children typically learn mathematical concepts and can inform teaching.</li><li>Practitioners should be aware that developing a secure grasp of early mathematical ideas takes time, and specific skills may emerge in different orders.</li><li>The development of self-regulation and metacognitive skills are linked to successful learning in early mathematics.</li></ul> | <ul style="list-style-type: none"><li>Dedicate time to focus on mathematics each day.</li><li>Explore mathematics through different contexts, including storybooks, puzzles, songs, rhymes, puppet play, and games.</li><li>Make the most of moments throughout the day to highlight and use mathematics, for example, in daily routines, play activities, and other curriculum areas.</li><li>Seize chances to reinforce mathematical vocabulary.</li><li>Create opportunities for extended discussion of mathematical ideas with children.</li></ul> | <ul style="list-style-type: none"><li>Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas.</li><li>Ensure that children understand the links between the manipulatives and the mathematical ideas they represent.</li><li>Ensure that there is a clear rationale for using a particular manipulative or representation to teach a specific mathematical concept.</li><li>Encourage children to represent problems in their own way, for example with drawings and marks.</li><li>Use manipulatives and representations to encourage discussion about mathematics.</li><li>Encourage children to use their fingers—an important manipulative for children.</li></ul> | <ul style="list-style-type: none"><li>It is important to assess what children do, and do not, know in order to extend learning for all children.</li><li>A variety of methods should be used to assess children's mathematical understanding, and practitioners should check what children know in a variety of contexts.</li><li>Centrally listen to children's responses and consider the right questions to ask to reveal understanding.</li><li>Information collected should be used to inform next steps for teaching. Developmental progressions can be useful in informing decisions around what a child should learn next.</li></ul> | <ul style="list-style-type: none"><li>High quality targeted support can provide effective extra support for children.</li><li>Small-group support is more likely to be effective when:<ul style="list-style-type: none"><li>children with the greatest needs are supported by the most experienced staff;</li><li>training, support and resources are provided for staff using targeted activities;</li><li>sessions are brief and regular; and</li><li>explicit connections are made between targeted support and everyday activities or teaching.</li></ul></li><li>Using an approach or programme that is evidence-based and has been independently evaluated is a good starting point.</li></ul> |

## Long Term Mastery Curriculum



# Mastering Number

## Reception Overview

| Term 1   | Term 2  | Term 3  |
|--|---|---|
| <p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"><li>• identify when a set can be subitised and when counting is needed</li><li>• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li><li>• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li><li>• spot smaller numbers 'hiding' inside larger numbers</li></ul> | <p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"><li>• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li><li>• begin to identify missing parts for numbers within 5</li><li>• explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</li><li>• focus on equal and unequal groups when comparing numbers</li></ul> | <p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"><li>• continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li><li>• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li><li>• compare quantities and numbers, including sets of objects which have different attributes</li><li>• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li></ul> |

- connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers
- hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number
- develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds
- compare sets of objects by matching
- begin to develop the language of 'whole' when talking about objects which have parts

- understand that two equal groups can be called a 'double' and connect this to finger patterns
- sort odd and even numbers according to their 'shape'
- continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern
- order numbers and play track games
- join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers

- begin to generalise about 'one more than' and 'one less than' numbers within 10
- continue to identify when sets can be subitised and when counting is necessary
- develop conceptual subitising skills including when using a rekenrek

## Drawing Club in the EYFS at the Academy of Woodlands

### What is drawing club?



Drawing Club is an approach designed by Greg Bottrill that immerses children into a world full of imagination. We at the Academy of Woodlands fully embrace drawing club and can see the joy it brings to our children. It is through drawing club that we open up the magic world of tales and story to children whilst at the same time enriching their language skills, developing their fine motor and share a really special time with them.

Drawing Club is a fantastic place to start a child's experience of school 'Literacy'.

| <b>Monday</b> | <b>Tuesday</b> | <b>Thursday</b>               | <b>Friday</b>                 |
|---------------|----------------|-------------------------------|-------------------------------|
| <i>vocab</i>  | <i>vocab</i>   | <i>vocab</i>                  | <i>vocab</i>                  |
| Character     | Setting        | Adventure time<br>I wonder... | Adventure time<br>I wonder... |

### The 3Ms

Drawing Club is based upon the 3M principle. These are making conversation, mark making and mathematics. We use a book, traditional tale or an animation as a portal for the week. Children learn new, exciting vocabulary that we revisit each day of the week. We draw characters on a Monday, settings on a Tuesday and we 'wonder' on a Wednesday, Thursday and Friday.

Children observe as the teacher models drawing club each afternoon, and then get the opportunity to complete their own drawings. They can borrow ideas from the teacher or create their own amazing ideas to share. One of the most exciting parts of Drawing Club is adding secret codes to our drawings. We always draw a secret code that can make anything happen! Sometimes we press them and aliens or unicorns become 3 times bigger, pencils turn into chocolate or hair turns multi-coloured! This can be a mark, letter, digraph (2 letters that make one sound), a word or a sentence, a number or a shape. As children make progress and become more confident with their phonics, their codes develop and move towards phrases and sentences or number bonds.

## Read Write Inc

At the Academy of Woodlands, we use the Read, Write Inc programme, developed by Ruth Miskin, which provides a structured and systematic approach to teaching Literacy. It is designed to create fluent readers, confident speakers and willing writers. The Read Write Inc programme meets the new requirements for the curriculum and uses effective assessment to accelerate every child's progress. The Government strongly recommend the use of synthetic phonics when teaching early Literacy skills to children. Synthetic phonics is the ability to convert a letter or letter group into sounds that are blended together into words.



### Reading

When using RWI to read the children will:

- Learn 44 sounds and the corresponding letter/letter groups using simple prompts
- Learn to read words using sound blending (Fred talk)
- Read lively stories featuring words they have learnt to sound out
- Show that they comprehend the stories by answering 'Find It' and 'Prove It'

### Writing

When using RWI to write the children will:

- Learn to write the letter/letter groups which represent the 44 sounds
- Learn to write words by saying the sounds and graphemes (Fred fingers)

### Talking

When using RWI the children will also work in pairs:

- To answer questions
- To take turns talking and listening to each other
- To give positive praise to each other

Children will also learn the skills of blending, both during Read, Write Inc lessons and through use of fun games and activities in class.

At the Academy of Woodlands, once the children have learnt Set one sounds, children will be able to take home a Read Write Inc Ditty book/sheet to share with parents/carers at home. To further support children with their reading, they are also able to take home a scheme reader book which is levelled to their phonic ability.

### **Parents as Partners**

At the Academy of Woodlands, we recognise the huge benefits of working very closely with our families. Throughout the year we will give guidance and suggestions about ways in which they can support their child's learning and development at home. We share the knowledge and expertise of families about their children, because nobody knows them better. Throughout the year, there will be plenty of opportunities to share their children's individual success stories with us, no matter how big or small. We will do this in a range of ways;

- Home contact books available- these are used for communication between home and school. In Reception, they also act as a record for reading at home.
- Tapestry – observations of your children will be made weekly through the Tapestry portal so you can see your child's learning journey. Likewise, families can share photos of children's experiences outside of school, which the children can share with their teachers and their peers to develop confidence, independence and speaking and listening skills.
- Read Write Inc information- Families in Reception receive information about the sounds they are learning in school and how they can support them with this. As children progress, children are given Read Write Inc books (weekly) with information on how to support reading included within.
- In Nursery, parents are informed of weekly texts and key words from them in line with the NELI programme. These are also shared on Tapestry, collection, drop-off and noticeboards outside the room.

During each child's first year at school, they will be involved in many WOW moments, which are shared through Tapestry across the year.

## **Outdoor Learning and Forest School**

In the Early Years, our indoor and outdoor environments are equal and we allow the children free-flow access to both indoor and outdoor spaces throughout the day.

Children learn best through being active and interacting with the world around them, through sensory and social experiences.

We believe there is no such thing as inappropriate weather, just inappropriate clothing!

At the Academy of Woodlands, children take part in weekly Forest School lessons in our outdoor Forest School.

### **Here are the 10 benefits of Forest School:**

#### **1) Confidence**

Forest School helps children to grow in confidence as a result of the freedom, time and space they are given in their learning. This allows them to demonstrate independence at each individual child's rate.

#### **2) Social skills**

Activities such as sharing tools and participating in play help teach the children to work together as a group, which strengthens their bonds and social ties.

#### **3) Communication**

The sensory experiences provided by Forest School's helps prompt language development. Improving communication skills has a positive effect on a child's self-esteem and is a crucial part of their development.

#### **4) Motivation and concentration**

High levels of interest lead to high levels of attention. Spending time in the woodland is exciting for a child. It tends to fascinate them which develops a strong will to participate and concentrate over long periods of time.

#### **5) Physical skills**

The increase in outdoor activity is bound to have a positive physical impact. Not only does the development of physical stamina improve but also gross and fine motor skills.

#### **6) Knowledge and understanding**

Children develop an interest in the great outdoors and respect for the environment. Encouraging children to develop a relationship with the natural world will help in protecting the environment for generations to come.

### **7) New perspectives**

Forest School isn't just beneficial to children it is also beneficial to teachers. Observing their class in a different setting allows them to gain a new perspective and understanding of their class.

### **8) Ripple effects**

When children really engage with Forest Schools they will take their experiences home to share with friends and family. This will often encourage families to visit their local woodlands more frequently.

### **9) Levels the playing field**

Taking children outside of the classroom removes the pressures of academia and allows them to play to their strengths. This is beneficial to children who struggle in the classroom because there is more of an opportunity for them to learn at their own pace.

### **10) Enjoyable for the children**

Forest Schools are fun! It is educational whilst also allowing children to play, explore and discover. Children who participate in Forest Schools are generally observed to be happier. The fresh air, the excitement, getting mucky – it doesn't get child friendlier than that.

## **Baseline**

At both the beginning of Nursery and Reception, teachers will perform a Baseline at the beginning of the school year. This will be done by creating a picture of each individual child through observations and quality interactions between practitioners, teachers and children.

At the beginning of the children's Reception year, teachers will also carry out the National Baseline required and set out in the Early Year's Statutory guidance.

***By implementing both an in-house and Statutory Baseline, teachers are able to gain a good overall picture of each child and their own unique starting points.***

### **Why Baseline?**



Robust baseline assessments, including those used for diagnostic purposes, can provide a useful picture of what a child knows or can do at a certain point in time, as well as gaps in their learning. This information should be used to inform subsequent teaching and learning activities. Without good baseline assessment – a strong starting point – it is impossible to measure progress well: if you don't know where someone started, knowing whether their end point represents 'good progress' or not is not feasible.

### **What's included in the Academy of Woodlands Baseline?**

The baseline we perform will be based primarily on the prime areas in the first instance and then the specific. We observe and assess the children through play and quality interactions. We build relationships with children and their families and gather information and evidence through nursery visits and transition meetings.

### **What's included in the Government Baseline?**

#### **What is included in the Reception Baseline Assessment?**

The baseline assessment consists of EYFS development requirements. However, it does not assess all areas of early-stage learning:

#### **Mathematics Tasks:**

- Early number
- Early calculation (early addition/subtraction)
- Mathematical language
- Early understanding of shape

#### **Early Literacy, Communication and Language Tasks**

- Early vocabulary
- Phonological awareness
- Early reading
- Early comprehension