The Carlton & Faceby and Bilsdale CE Federation

Early Years Curriculum Map

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELGs
Classroom Theme Companion Project **Projects delivered in addition to following child-led interests**	Cycle A	Let's Explore Build It Up	Marvellous Machines Puppets and Pop Ups	Long Ago Stories and Rhymes	Ready, Steady, Grow Signs of Spring	Animal Safari Creep, Crawl and Wriggle	On The Beach Move It Moving On	
	Cycle B	Me and My Community Exploring Autumn	Once Upon a Time Sparkle and Shine	Starry Night Winter Wonderland	Dangerous Dinosaurs Puddles and Rainbows	Sunshine and Sunflowers Shadows and Reflections	Big Wide World Splash! Moving On	
Core Texts	Cycle A	Where the Wild Things Are What to Do with a Box	Mrs Armitage on Wheels Stick Man	The Growing Story There is No Big Bad Wolf in This Story	The Extraordinary Gardener Tad	The Lion Inside Omar, the Bees and Me	The Sea Saw Up and Down What Makes Me a Me?	
	Cycle B	Five Minute's Peace Pumpkin Soup	There is No Dragon in This Story Little Glow	The Way Back Home The Big Freeze	The Girl and the Dinosaur Puddling!	The Little Gardener Little Echo	Baby Goes to Market The Duck Who Didn't Like Water	
Suggested texts	Cycle A	We're Going on a Bear Hunt Mr Grumpy's Outing The Three Little Pigs	Harry and the Robots Goldilocks and the Three Bears	Each Pear, Each Plum The Elves and the Shoemaker Hansel and Gretel	The Very Hungry Caterpillar The Little Red Hen	Hooray for Hoppy Handa's Surprise The Ugly Five	The Snail and the Whale A Pig in a Pond The Rainbow Fish	
	Cycle B	The Kissing Hand The Gingerbread Man	Cinderella The Gruffalo Little Red Riding Hood	Whatever Next Owl Babies The Gruffalo's Child	Harry and the Bucketful of Dinosaurs Dinosaur Encyclopaedia The Colour Monster	Anywhere Farm What the Ladybird Heard Little Beaver and the Echo	If Sharks Disappeared You Choose The Way to School	

PRIME AREAS							
Communication and Language							
Preschool skills and knowledge	To sing rhymes and look at picture books. To talk about the different story characters and what they are doing. To talk about themselves and their families. Develop communication that can be understood by others. To know that stories have different character which could be real and pretend. To know that it is OK to talk to others about wants and needs.	To talk about celebrations at home. To listen to, and follow simple instructions. To know that stories have a beginning, middle and an end. To be able to understand simple instructions. To listen to what other people are saying in group situations. To begin to be able to wait until it is their turn to speak.	To begin to use a wide range of vocabulary in the correct context. To talk in short sentences that others can understand. To listen to, and follow simple instructions and respond to questions appropriately. To remember new words when talking to others. To be able to understand simple instructions, questions and commands.	To listen to traditional stories and retain key vocabulary. To be able to talk about the setting, characters and the structure of the story. To be able to use connectives. To be able to use vocabulary learnt to have a conversation with others. To be able to answer questions related to the story. To be able to understand simple instructions, questions and commands.	To listen to traditional stories and retain key vocabulary. To be able to answer questions and share opinions using the relevant vocabulary. To be able to talk about the setting, characters and the structure of the story. To be able to use connectives e.g. Once upon a time and then. To be able to independently sequence familiar rhymes and to be able to say what happens next in a story.	To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly. To be able to answer questions and share opinions using the relevant vocabulary. To be able to talk about the setting, characters and the structure of the story with confidence. To use the words they know appropriately to organise themselves and their play.	
Reception skills and knowledge	To talk about themselves and others. To engage in	To make comments about their observations. (Au2) To be able to talk about how different	To describe features of traditional stories. To know different traditional stories.	To describe familiar texts with detail and using full sentences.	To listen to and talk about non-fiction books, developing knowledge and vocabulary.	To engage in meaningful conversations with others.	**<u>Listening, Attention and Understanding.</u>** Listen attentively and respond to

	storytimes by listening and showing interest in the story. To speak about a range of texts. To know familiar songs. To learn and remember new vocabulary. To describe different story and non-fiction texts. To answer questions using full sentences.	people help us. To begin to talk about why things happen using new vocabulary learnt. To begin to use connectives when retelling a story or describing an event. To become confident in using social phrases during the school day.	Express their ideas and feelings about their experiences. To retell stories using props and using language from the text. To speak in longer sentences when retelling an event or expressing am idea. To be able to listen to another person in different situations.	To being to ask questions about familiar aspects of their environment and their learning. To know different features of texts. To talk confidently about why things happen using new vocabulary learnt. To engage in meaningful conversations with others.	To retell a story using both repetition and their own words. Use talk to solve problems and clarify thinking To engage in conversations either one to one or in a group, by listening and responding appropriately. To ask questions to find out more about a subject.	To be able to articulate why it is important to listen to others. Use well-formed sentences to articulate ideas, using a wide vocabulary. To know a wide range of rhymes poems and songs. Understand and use a range of connectives to develop ideas and retell stories.	what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **<u>Speaking.</u>** •Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. •Offer stories, non-fiction, rhymes and

							poems when appropriate. •Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Physical Development							
Preschool skills and knowledge	To be able to put on shoes and wellies independently. To begin to show a preference for a dominant hand. To climb apparatus safely. To begin to show awareness of moving equipment safely with peers. To show independence with	To independently put on their coats and waterproofs, with some support for the zipper and buttons. To copy dance moves and to move to different kinds of rhythms. To use mark making resources with increasing independence. To know how to use mark making	To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, etc. To mark make in sensory trays and also copy different patterns. To move in different ways, e.g. climbing, running, jumping etc. in order to	To begin to form numbers and familiar letters, e.g. letters in their name. To look at books independently whilst turning pages one at a time. Using balancing apparatus. To know that the pencil needs to be held comfortably and with one hand	To hold the pencil confidently, forming familiar letters and numbers. To be able to use scissors confidently and make straight, zig zag and circular snips using one hand. To run skilfully and be able to negotiate space. To mark make using a comfortable grip	To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently. To independently write their name. To confidently use scissors and other tools safely. To successfully take part in group games with support from an adult.	

	eating and drinking, e.g. being able to feed self and ask for help with opening containers. To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats.	resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint. To know how to use the bikes/scooters to move in different ways and safely.	develop gross motor skills. To hold jugs and containers confidently and pour from one container into another. To know what the different tools are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils.	to form letters and numbers. To know how to use one handed tools effectively. To be able to follow a simple sequence of movements to music and rhythm.	when using pencils and pens. To know how to feed paper/materials through hand when cutting around objects. To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness.	To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc. 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.	
Reception skills and knowledge	To use a dominant hand. To begin to form recognisable letters which are formed mostly correctly. To use climbing equipment safely and competently. To begin to negotiate space effectively. To know which hand to write with.	To begin to use anticlockwise movement and retrace vertical lines. To use climbing equipment safely and competently. To negotiate space effectively. To know how to use scissors effectively. To hold a pencil using an independent tripod	To be able to balance and coordinate safely. To negotiate space effectively. To know how to use scissors safely and effectively. To use tools safely and effectively in a variety of situations. To begin to add detail to pictures and to be able to	To handle tools, objects, construction and malleable materials safely and with increasing control. To know why it is important to handle different apparatus safely. To begin to draw more detailed pictures. To gain confidence in ball skills.	Enjoy using a range of movements confidently. To use a pencil effectively to form recognisable letters, most of which are formed correctly. To know how to form letters correctly. Draw more detailed pictures using tools effectively.	To show good control and co-ordination in large and small movements. To know how to handle a range of equipment and tools effectively. To take the time and care needed to draw detailed pictures. Write and form letters quickly and accurately.	**<u>Gross Motor Skills.</u>** •Negotiate space and obstacles safely, with consideration for themselves and others. •Demonstrate strength, balance and coordination when playing. •Move energetically, such as running, jumping, dancing,

	To know how to use the timber trail safely. To learn skills to manage the school day, such as lining up and mealtime expectations.	grip to write and draw. To attempt to catch, throw and kick a ball independently. To develop core muscle strength through a range of activities.	control letter size when writing. To be able to sit for longer periods, using core muscles.	To show increased core strength and coordination in movement.	To begin to catch, throw and kick a ball more accurately.	Independently use skills needed to manage the school day.	hopping, skipping and climbing. **Fine Motor Skills.** •Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. •Use a range of small tools, including scissors, paint brushes and cutlery. •Begin to show accuracy and care when drawing.
The Physical Development section should be read alongside The Carlton & Faceby and Bilsdale CE Federation's Progression in Physical Development							
Personal, Social and Emotional Development							
Preschool skills and knowledge	To separate from main carer and learn to adapt to the environment. To select and use activities and resources, with some support if needed.	To learn about daily routines and classroom rules. To be aware of behavioural expectations. To select and use activities and resources, with	To learn how to share resources and play in a group. To learn to look after resources within the class. To listen to, and follow rules set.	To show independence in accessing and exploring the environment. To independently put on coats and use the toilet. To know that there are boundaries set.	To be able to initiate play with peers and keep play going by giving ideas. To become more outgoing with unfamiliar people.	To gain enough confidence to talk to adults and peers. To begin to be assertive towards others where necessary. To know how to talk politely and	

	To wash hands after using the toilet. To know that they can approach adults for support when needed. To show an awareness of the importance of oral health. To know about personal hygiene and the importance of being clean and tidy. To know that washing hands is important after using the toilet and before we eat.	some support if needed. To know how to adapt behaviour to suit classroom routines. To show confidence in asking adults for support. To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies. To take care of toileting needs independently.	To take turns whilst playing and waiting patiently to have a go. To know how to manage their emotions in different situations. To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'. To know that when playing in a group they need to share and also know that they will get a turn.	To know that we must respect our resources and out them back when we have finished with them. To be aware of the different areas in the setting and how to explore them safely. To approach an adult if they need support. To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.	To show more confidence in new social situations. To show an awareness of how others may be feeling. To know that to play in a group it's important to share and take turns. To know to use phrases such as "stop it, I don't like it" to convey discomfort. To show awareness of healthy food choices and impact on our body.	develop an understanding of what is appropriate. To begin to find solutions to conflicts. To learn to look after resources within the class. To show independence in self care skills such as toileting and dressing.	
Reception skills and knowledge	Know which adults look after them and who to tell if they feel worried or scared. To know and demonstrate friendly behaviour.	To show good practice with regard to exercise, eating, sleeping and hygiene. To learn how to change in and out of PE kit independently.	To understand how to make the right choices and the consequences of not making the right ones. To be able to talk about why a character has made a poor choice and	To understand that people need help. To identify ways of being helpful to others and how this will make them feel. To talk about the effect behaviour has on others.	To manage self care independently. To manage behaviour and emotions in a range of situations, telling an adult how they feel if needed.	To know and talk about the different factors that support health and wellbeing - regular physical activity / healthy eating / toothbrushing / 'screen time' / sleep routine / road safety.	**<u>Self-Regulation.</u>** •Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

	To learn to join in with whole group activities. To choose an activity independently. To describe and show friendly behaviour. To begin taking turns with their friends. To remember how to manage self care.	To develop friendships with peers. To interact with other children appropriately and recognise if an interaction is making them feel uncomfortable. To be able to talk about the feelings of characters in stories.	what the consequences are. To be able to talk about how the character could have made a better choice. To begin to work towards a planned goal.	To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health.	To persevere if they are finding a task difficult. To recognise that different people may feel different emotions about a task or event.	To talk about their individual thoughts, worries and needs. To recognise that persevering with a task can produce a better result.	•Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. •Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **<u>Managing Self.</u>** •Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. •Explain the reasons for rules, know right from wrong and try to behave accordingly.

							•Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices **<u>Building Relationships.</u>** •Work and play cooperatively and take turns with others. •Form positive attachments to adults and friendships with peers. •Show sensitivity to their own and to others' needs.
SPECIFIC AREAS							
Literacy							
Preschool skills and knowledge	To be able to mark make and identify their marks. To recognise familiar logos and	To find and identify familiar letters, e.g. letters in their names.	To begin to attempt writing familiar letters, e.g letters in their name.	To be able to mark make and give meaning to their marks. To begin to form some letters	To begin to identify some sounds during oral blending games.	To be able to identify initial sounds and orally blend familiar CVC words.	

	labels within the environment. To know that text has a meaning. To learn a range of Nursery Rhymes. To be able to tune into sounds and rhythms.	To talk about a range of familiar stories. To begin to explore initial sounds in familiar words. To know that each letter makes a sound- focussing on sounds in their names. To learn that stories have a sequence; beginning, middle and end. To know that text is read from left to right and top to bottom in English.	Adults will consistently model correct formation. To find and identify familiar letters, e.g. letters in their names. To talk about and retell a range of familiar stories. To join in with repetition within stories and rhymes. To begin to recognise and identify rhyming words.	correctly, e.g. letters in their name. To be able to talk about their marks with confidence. To be able to talk about different parts of the story. To be able identify words that begin with the same sound as each other.	To begin to make predictions about a story. To know that orally blending sounds makes words. To join in with repetition within stories. To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages.	Make predictions about a story using the relevant vocabulary. To mark make for a purpose and be able to talk about the marks. To begin to orally segment sounds in CVC words. To engage in extended conversations about stories.	
Reception skills and knowledge	To listen to and identify sounds in the environments. To listen to and hear initial sounds in familiar words. Listen to familiar stories and able to recall some facts. Know that words can be written.	Listen to and hear sounds in CVC words. To identify sounds on a sound mat and to use this when writing. Listen to familiar stories and able to recall facts. Know how to	To think of and write a word or simple phrase. Listen to stories and is beginning to anticipate what may happen next. To be able to recognise taught HFW in text.	To think of and write a short, simple sentence. To identify sounds, including phonemes and other digraphs on a sound mat. Listens to stories and is beginning to	To think of and write a short, simple sentence. To begin to check written work and making any changes where necessary. To know that a sentence starts	To think of and write a longer sentence, or sentences. Checking written work and making any changes where necessary. Recognising taught HFW in text.	**<u>Comprehension</u>** •Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

	To know how to sequence familiar stories.	sequence familiar stories.	Know how to spell some familiar words.	anticipate what may happen next. To know that a sentence starts with a capital letter and ends with a full stop. Knows how to spell some familiar words.	with a capital letter and ends with a full stop. Uses learnt words and phrases to discuss familiar stories or during role play. Knows how to spell some familiar words.	Knowing that sentences can be extended by using a connective. Uses learnt words and phrases to discuss familiar stories or during role play.	•Anticipate – where appropriate – key events in stories. •Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play **<u>Word Reading.</u>** •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.
Rocket Phonics Reception Scheme of Learning	Recognise, say and identify s, a, t, i, p, n, m, d, g, o, c, k Can orally blend words Can orally segment words with support Begin to form letters correctly with support	Recognise, say and identify ck, e, u, r, h, b, f, ff, l, ll, ss Can blend simple words using known letter-sounds Can segment simple words with support Form most taught letters correctly	Recognise, say and identify j, v, w, x, y, z, zz, qu Can blend simple words using known letter-sounds Can segment simple words with support Form most taught letters correctly	Recognise, say and identify ch, sh, th, ng, ai, ee, igh, oa, oo, oo Can read words with different structures, e.g. CCVC, CVCC, CCVCC Can segment and write simple words Form most taught letters correctly	Recognise, say and identify ar, or, ur, ow, oi, ear, air, ure, er Can read words with adjacent consonants Can segment and write simple words Form letters correctly	Recognise, say and identify wh, ph, ay, a-e, a, e-e, ie, ea Can read sentences using sounds and words taught Write simple sentences Form letters correctly; sits letters on writing line	

							Writing. •Write recognisable letters, most of which are correctly formed. •Spell words by identifying sounds in them and representing the sounds with a letter or letters. •Write simple phrases and sentences that can be read by others.
Maths							
Preschool skills and knowledge	To talk about what happened today, yesterday and tomorrow. To say number names to 5 in order. To show an understanding of 1:1 counting to 5. Sing a range of number songs. To know that time	To count out a group of up to 5 objects. To match number of objects to numeral. Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners. Sing a range of number songs. To show an	To count out a group of up to 5 objects. To match number of objects to numeral. Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners. Sing a range of number songs.	To identify, describe and compare groups of objects. To compare and order objects according to their weight and distance. To develop fast recognition of numbers. To show an awareness of	Practical problem solving with numbers up to 5. To select and use shapes appropriately in play, combining them to make models and enclosures. To begin to make sensible comparisons between objects relating to size,	To count, order and recognise numbers to 10, in and out of sequence. To name and describe 2D shapes. To name some common 3D shapes and properties. To compare and order objects according to their size	

	can be measured using days. To know that the last number said represents the total number of objects.	awareness and name some 2D shapes in the environment. To explore space and measure through capacity, weight and length using a range of resources.	To show an awareness and name some 2D shapes in the environment. To explore space and measure through capacity, weight and length using a range of resources.	positional language such as under/behind/ next to/over/ on top of. To independently create and talk about own patterns using a range of objects and resources. To subitise to 3. To use the language of more and less to compare amounts.	length, weight and capacity. To begin to describe a sequence of events accurately and in the correct order. To recall simple facts about a familiar journey. To know that subtraction means taking an amount away from a group.	and distance. To begin to describe a sequence of events accurately. To subitise to 5. To be able to say number names forwards and backwards to 15.	
Preschool White Rose Maths units	Comparison 1 Shape, space and measure 1 Pattern 1 Counting 1	Counting 2 Subitising 1 Pattern 2 Shape, space and measure 2	Subitising 2 Counting 3 Shape, space and measure 3 Pattern 3	Counting 4 Shape, space and measure 4 Subitising 3 Comparison 2	Pattern 4 Shape, space and measure 5 Pattern 5 Subitising 4	Counting 5 Pattern 6 Counting 6 Comparison 3	
Reception skills and knowledge	To count up to 10 objects with 1:1 correspondence. To match quantities to numeral. To begin to recognise numbers automatically on a dice/card to 5. To say the number	To find the total of 2 groups of objects. To identify 2D shapes and talk about their properties. To begin to recognise numbers automatically on a dice/card to 5. To be able to count	To use non-standard units to measure length, weight and capacity. To use money during role play activities to buy items. To begin to explore number bonds to 5.	To write numbers to 10, forming them correctly. To know the names of basic 3D shapes. To use objects to solve addition and subtraction problems. To explore number bonds to 10.	To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line. To use rulers to measure length, scales to measure weight and jugs/containers to	To make observations of and compare length, weight and capacity. To share objects between a group of people equally. To know that halving means splitting a quantity	**<u>Number</u>** •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

	names to 10 in order. To recognise numbers to 10. To know that patterns are repeated designs. To say the days of the week in order.	to 10 independently. To know that addition involves combining two or more groups of objects. To know the names of 2D shapes. To begin to say the months of the year in order.	To be able to count to 20 independently. To know that length, capacity and weightcan all be measured. To be able to measure periods of time in simple ways. To begin to read addition number sentences.	To know that addition involves combining two or more groups of objects. To know that subtraction involves removing an object from a group.	measure capacity. To know that the word 'more' indicates that the group is getting larger. To know that the word 'less' indicates that a group is getting smaller. To count forwards and backwards to 20.	in two and doubling means having two quantities of the same amounts. To know that sharing equally means everyone has the same amount of an object. To read number addition sentences. To know the difference between odd and even.	reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **<u>Numerical Patterns.</u>** •Verbally count beyond 20, recognising the pattern of the counting system. •Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. •Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can
Reception White Rose Maths units	Match, sort and compare Talk about measure and patterns Its me 1, 2, 3	Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6, 7, 8	Length, height and time Building 9 and 10 Explore 3-D shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections	
Reception Mastering Number content	I can subitise within 3 I can explore how all numbers are made of 1s I can subitise objects and sounds I can compare sets by sight	I can link the numeral 5 to hand and die patterns I can compare sets by matching I can use the language of 'equal' I can begin to understand the concept of 'part' and 'whole'	I can subitise die patters within 5 I can match numerals to quantities within 5 I can understand that when I count, each number is one more than the previous number	I can order numbers within 10 correctly I can discuss the composition of numbers 6, 7 and 8 I understand some numbers can be made from two equal parts	I can count things that cannot be seen I can subitise to 6, including structured arrangements I can discuss the composition of 9 and 10 I can compare numbers within 10 I can describe number patterns		

	I can use the language of 'more than' and 'fewer than'	I can describe the composition of 3, 4 and 5 I can count objects and understand cardinality I can verbally count beyond 20	I understand that 6 and 7 are the same as '5 and a bit' I can make unequal sets equal	I begin to understand that numbers can be described as 'odd' or 'even'			be distributed equally.
Understanding the World							
Preschool skills and knowledge	To be able to identify similarities and differences between themselves and peers. To make self-portraits. To know about family structures and be able to talk about who is part of their family. To learn about the changes that take place in the natural world in Autumn. To be able to differentiate and categorise objects	To know that everyone has a birthday and they are usually celebrated in a similar manner around the world. Operate simple equipment e.g. use a remote control. To learn about the different stories related to Winter festivals. To explore the different jobs that people in our families do. How do these people help us? (paramedics/nurses/ doctors/fire	To use an I-Pad to complete a simple task. To listen to traditional stories and know that some things happened a long time ago. To show an awareness that life was different for people in older generations.	Continue to use an I-Pad to begin to develop purposeful actions. To learn about Easter and to know about who celebrates Easter and what is its significance. To use senses to explore the world around them. To know the difference between farm animals and wild animals. To be able to categorise animals by their characteristics.	Plant their own seeds and check how tall the plants grow. To know that humans and other animals can grow. Talk about the life cycle of a plant and animals. Make own habitats using a range of resources. Talk about where food comes from and bake a range of things. To begin to understand the	To learn about different modes of transportation and who operates them, how they travel to school, local area and natural environment. To begin understand the importance of looking after our environment and all living things` and where we can collect natural resources from. To identify the creatures that live in the oceans and the things that	

	based on their properties.	fighters/postman/ shop assistant etc). To show an awareness of the emergency services and how they can help us.		To learn about the changes that take place in the natural world during Spring.	importance of looking after our environment and all living things and where we can collect natural resources from.	might be found on the beach.	
Reception skills and knowledge	Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. Sort and group materials and resources and talk about how they are similar or different. To talk about how they have changed since they were a baby. To talk about the changes they observe in their environment – Seasons link. To identify and recognise features of their local environment.	To be able to talk about the different jobs that adults do and how they can help us. To know that people around the world have different religions. To know that some celebrations are specific to some cultures. To know that some animals are nocturnal. To know that adults do a variety of jobs. To know that the emergency services exist and what they do.	To learn about the different family structures. To be able to talk about the relationships they have at home with their family and friends. To talk about a special event in their life. To talk about the differences in stories that are about the past. To know some of the reasons why the past was different. To explore and describe natural phenomena such as ice, snow, wind.	To know that Christians celebrate Easter. Exploring a range of habitats, looking at why the animal lives like that. To describe a range of different habitats around the world. To talk about the world that we live in and how there are similarities and differences when looking at different aspects. To talk about the changes they observe in their environment – Seasons link.	Talking about the life cycle of plants and animals and what they need to survive. To know that every living being has a life cycle and they change in shape and size as they grow. Talk about the life cycle of a plant and animals. To identify and group a range of fruits and vegetables. To know that some foods are unhealthy. Sorting healthy and unhealthy foods. To know that some foods are grown in	Making treasure maps to direct friends to a 'goal'. Exploring maps of the world. To select appropriate materials according to their properties. To name and identify a range of different materials and to know how they are used in familiar environments. Talk about life in the oceans and the impact of humans on this. To know that there are many countries around the world.	**<u>Past and Present.</u>** •Talk about the lives of the people around them and their roles in society. •Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. •Understand the past through settings, characters and events encountered in books read in class and storytelling. **<u>People, Culture and Communities.</u>**

	To use maps to document their local environment.				different parts of the world.	To know that people in other countries may speak different languages.	•Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. •Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. •Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. The Natural World.
Reception RE	Why is the word God so important to Christians?	Why do Christians perform Nativity plays at Christmas?	Which stories are special and why?	Why do Christians put a cross in an Easter garden?	Being special – where do we belong?	Which places are special and why?	
Reception Jigsaw PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	
Reception No Outsiders	To choose what I like	It's OK to like different things	To say hello	To make a new friend	To talk about different families	To think about all the brills I've got	

							•Explore the natural world around them, making observations and drawing pictures of animals and plants. •Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. •Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive Arts and Design							
Preschool skills and knowledge	Listening to and join in with Nursery rhymes and use musical instruments	Sing familiar Nursery Rhymes. To use different colours and	To begin to act out different scenarios using props to enhance imaginative	To learn about different textures and talk about them.	To use puppets and props to act out different traditional stories.	Sing familiar Nursery Rhymes alongside playing instruments and follow the	

	to tap out a rhythm. Uses various construction materials. To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard. For children to be able to construct with a purpose and safely.	materials. To make Christmas cards and decorations for friends and family using a range of media. To make patterns with paint and different objects, exploring what happens when you mix colours. Joins construction pieces together to build and balance. To know how different colours and materials can be used to create things.	play. Sing familiar songs or make up own songs. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. To play instruments with increasing control. To know that colours can be mixed to make a new colour. To use their imagination to create different works of art. To play instruments to express feelings and ideas.	Feely bag activities with different objects for children to feel and describe. Sing familiar Nursery Rhymes. Realises tools can be used for a purpose. To create closed shapes with continuous lines which represent objects that can be spoken about or identified. To use their knowledge of stories in acting them out with friends. Sing songs clearly using correct words that have been learned.	Sing familiar songs in the correct tone and changing melody if appropriate. Uses available resources to create props to support roleplay. To show different emotions in pictures. To draw with increasing control, representing features and detail clearly. To know how to use props appropriately for particular stories. To know that they can change their voices whilst singing or acting out stories to create a dramatic effect.	rhythm. To listen to music and create movements to the different beats. To construct with bricks and blocks to make an enclosure. Explore different materials freely, using them with a purpose. To know that different construction toys can be used to make new things that can be used in pretend play. To show confidence in choice of media when creating a model or picture.	
Reception skills and knowledge	To remember the words to a range of songs.	To use role play to represent familiar situations.	To use resources to create own props.	To use a range of resources to create	To use what they have learnt about	They safely use and explore a variety of	**Creating with Materials.**

	To give meaning to the marks that are made. To learn a range of songs from around the world. For children to be able to safely construct with a purpose.	Uses simple tools and techniques competently and appropriately. To learn the names of different tools and techniques that can be used to create Art. To experiment with creating different things and to be able to talk about their uses. Use resources in the workshop to create purposefully. To learn and perform Christmas songs and carols.	To use small world resources to create imaginary role play scenarios. To understand that pictures can be created by making observations or by using imagination. To use paints, pastels and other resources to create observational drawings. For children to be able to safely construct with a purpose and evaluate their designs.	own props to aid role play. To plan, carry out and evaluate and change where necessary. Manipulates materials to achieve a planned effect. To identify and select resources and tools to achieve a particular outcome. To use dance to music to represent different animals.	media and materials in an original way and be able to explain their choices. Selects appropriate resources and adapts work where necessary. To use a range of media and materials to create representations of different minibeasts. For children to be able to safely construct with a purpose and evaluate their designs. To draw a range of plants and fruits.	materials, tools and techniques, experimenting with colour, design, texture, form and function. To describe ways of safely using and exploring a variety of materials. Selects tools and techniques needed to shape, assemble and join materials they are using. To begin to develop narratives through writing, drawing and story telling.	•Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. •Share their creations, explaining the process they have used. •Make use of props and materials when role playing characters in narratives and stories. **<u>Being Imaginative and Expressive</u>** •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.
Nursery Charanga Music	Bounce into Action	Rainbow Magic	Happy Talk	Amazing Animals	Number Fun	Beep Beep Toot Toot	
Reception Charanga Music	Chant to the Animals	Creative Moves	Lilting Lullaby	Number Time	Wellbeing Matters	Rhythm Adventure	