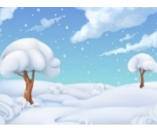


Hopton Primary School – Foundation Stage Curriculum Map

Topics are subject to change depending on cohort interests and recognised needs.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning about Seasons	Autumn 	Winter 	Spring 	Summer 		
	Me & my community 	Celebrations 	Water 	Growing and change 	Space 	Traditional stories from around the world 
Curricular goals F1	Settle in and become a confident learner		Be an active listener		Explore different possibilities	
Behaviour for Learning	Curiosity		Independence		Resilience	
Behaviour for Life	Honesty		Effort		Respect	
Respectful Learners -F1	Form positive relationships with our key worker and other adults within the setting. Seek companionship from peers, listen to one another and share experiences and play ideas.		Take care of equipment and resources. Listen to others, take turns and share resources and space. Be proud of what we have achieved and the journey that has taken us there.		Have an increasing awareness of other's needs and begin to make choices based on these needs, e.g. sharing a toy. Begin to use skills of negation and compromise, and with the support of adults develop the ability to resolve conflict.	

Respectful Learners - F2	Develop secure relationships with the adults and peers within the setting in order to access learning alongside others independently. Understand own and other people's feelings, and show empathy to others. Understand the expectations of F2 and behave accordingly.	Take care of equipment and resources. Listen to others, take turns and share. Be proud of what they and their peers have achieved and the journey that took us there.	Take care of equipment and resources and use them safely. Listen to others, take turns and share within the provision and build positive relationships. Show an understanding own and other people's feelings. Show respect for different viewpoints and take steps to compromising and solving conflicts.
Resilient Learners -F1	Begin to develop the confidence to try new/unfamiliar things within different areas of the provision. Gain confidence in working with our peers and nursery adults.	Explore and engage in learning across the provision. Take risks and try new things. Persist with an activity even when it becomes more difficult, and bounce back even when things haven't worked.	Explore and engage in learning across the provision, taking risks and trying new things. Demonstrate confidence and high self-esteem when working within the setting. Continue to focus on a given activity for a prolonged period of time.
Resilient Learners -F2	Develop secure relationships with the adults and peers within reception so that we can access learning alongside other independently. Have the confidence to have a go, with or without the support of an adult/peer. Understand of the expectation within the provision to try new things.	Actively explore and engage in learning across the curriculum. Take risks and learn through trial and error. Be willing to try new things. Persist with an activity even when it presents a challenge and understand that this will help us to achieve. Bounce back, after facing difficulties.	Actively explore and engage in learning across the curriculum and try new activities beyond our comfort zone/experience. Persist with an activity even when it presents a challenge and understand that this will help us to achieve. Work towards a goal, even when this isn't instant. Respond positively to a challenge and persevere. Tolerate disappointment even when our own wishes are not met. Set and work towards simple goals, and be able to wait for success.
Reflective Learners – F1	Learn about the rules and routines within nursery and try hard to follow these within their daily life at nursery.	Think of ideas and consider new ways of solving problems.	Recognise the impact of what we say and do on others and adapt our behaviour accordingly.

	Use talk to express our needs and feelings and help us function happily within the setting. Think about our likes and dislikes and communicate these to others and develop an awareness that others may be different to ourselves. Use talk to explain what we are doing, and what we might do next.		Plan and make decisions of how to approach a task and adapt what we do in response to what is seen and done.		Begin to recognise what we are good at, and what we might be able to get better at. Begin to understanding 'how/why' questions when offering explanations as to what is/has happened.	
Reflective Learners – F2	Demonstrate attentive listening and respond appropriately to who, what, when, where questions. Begin to talk about and understand the consequences of own actions and behaviours.		Think of ideas and consider new ways of solving problems. Begin to plan and make decisions of how to approach a task and adapt responses to what is seen and done.		Make relevant comments to what is heard and ask questions to clarify understanding. Plan and make decisions of how to approach a task and adapt responses to what is seen and done. Offer explanations to what is observed. Become a more active listener, asking questions to clarify thinking. Plan and make decisions and use talk to clarify thinking and ideas. Explain rules, know right from wrong and reflect on this to behave accordingly.	
British Values	Rule of Law We learn about and respect the rules we have at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong.	Mutal Respect We are all unique. We respect differences and different beliefs in our community, in this country and all around the world. We learn about different cultures with respect and celebration.	Mutal Tolerance Everyone is valued. We share and respect the opinion of others.	Individual Liberty We have the right to our own views. We are respected as individuals. We feel safe to explore and have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We have the right to be listened to. We respect everyone and we value different ideas and opinions. We have the opportunity to play with who we want to play with. We listen, we are	All British Values We have learnt and shared all of the British values. Fundamental values underpin what it is to be a citizen in a modern and diverse Great Britain. We value community and celebrate diversity.

					interested, and we respect the opinions of others	
Memorable Experience	A surprise visitor - Gruffalo Shopping in local area Police visit	Visit the War Memorial Planning a party Christmas/ Diwali	Playing in the snow Visit the library – over the canal bridge	Planting seeds – giant sunflowers	Posting an invitation to picnic	Picnic lunch on the field Visit out of school
Challenge	All: Make an Autumn wreath/tile All: Paper Chain Challenge	All: Build a bridge for the ‘Three Billy Goats’ to cross All: Put on a show	All: Freeing animals from the ‘frozen lake’ F2: Make a boat that floats	All: Looking after a plant F2: Build an Easter basket to carry an egg	All: Construct a rocket F2: Launch a rocket Science experiment	All: Sports day Team flag design F2: Moveable Frog – paper origami
Festivals and Celebrations Enrichment	Black History Month	Children in Need Diwali Bonfire Night Remembrance Christmas	Chinese New Year Pancake Day Valentine’s Day Mother’s Day	World Book Day Easter	Father’s Day	End of year – themed dress up day.
Parental Involvement	Transition stay & play Home/school agreement Phonics information sessions	Parent/carers evening Christmas concert Christmas coffee morning	Literacy stay & play Literacy workshop Mothers’ day assembly Eid-Al-Fitr	Numeracy stay & play Numeracy workshop Parent/carers evening	Open day Fathers’ day assembly Eid-al-Adha	Reports Sports day Family picnic
Communication and Language Nursery	Listen to simple stories and understand what is happening with the help of the pictures. Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.	Understand simple questions about ‘who’, ‘what’, and ‘where’. Identify familiar objects and properties when described.	Understand a question or instruction that has two parts, such as: ‘get your coat and wait at the door.’ Understand how to listen. Enjoy listening to longer stories.	Talk about familiar books. Start a conversation with an adult or friend and continue for many turns. Begin to develop active listening.	Use a wider range of vocabulary. Use talk to organise their play. Can remember what has happened from a longer story.	Understand why questions. Sing a large repertoire of songs. Can speak in sentences of 4-6 words. Using some past/future tense. Focus attention for active listening.

Communication and Language Reception	Increase knowledge of a range of vocabulary to express ideas and feelings. Use talk to develop storylines, as well as engaging in conversation through asking and answering questions.	Articulate ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.	Increase our knowledge of a range of vocabulary to express our ideas and organise thinking. Ask questions to find out more, and express ideas and opinions. Begin to use persuasive language to encourage others to be healthy and also to look after our planet. Use specific vocabulary to compare and describe animals/creatures and concepts such as floating and sinking.	Increase knowledge of a range of vocabulary to express ideas and to give explanations for the things observed. Ask questions to deepen understanding. Continue to learn and use vocabulary associated with stories/story telling. Continue to develop attentive listening and demonstrate understanding through responding to other people's questions and participating in discussions.	Increase knowledge of a range of vocabulary to express ideas and develop story language. Begin to use question words such as who, what, when and where when talking about space. Use techniques such as hot seating to explore story characters from key texts. Begin to develop attentive listening and demonstrate understanding through responding to other people's questions and participating in discussions.	Continue to increase our knowledge of a range of vocabulary to express our ideas and organise thinking. Continue to ask questions to deepen understanding. Consider how to speak with clarity and increasing detail across a range of subjects. As active listeners respond to what is heard with relevant questions and comments and engage in conversations with adults and peers.

Key Vocabulary	Listen, how, why, which, what, when, who, on, under, behind, next to, in between, on top of, first, ten, next, after that, give, rhyme, retell, ready, read, reding, sing, song, funny, laugh, explain, wonder, sequence, question, vocabulary, words, sentence, speech, speak, past, present, future, meaning, narrative, organise, clarify, friend, share, turn take, feelings; happy, sad, upset, angry, disappointed, negotiate, cooperate, compromise, socialise, eye-contact, listening ears, behaviour, rules, conflict, kind, thoughtful, belonging, safe					
PSED Nursery	Know that communities, including nursery have rules to keep people safe and help people get along, and follow these rules. Know that other children may want to use the same resources and that it is important to share. Know everyone is different and everyone is special. Know they have special (significant) people in their lives. Name key body parts and think about how to keep our body healthy. Develop self-care through nursery routines such as putting on own coat, aprons, finding their peg etc.	-Be increasingly able to talk about and manage their feelings and emotions understand the importance of knowing and following our nursery rules. Begin to understand the importance of sharing and talking turns so we can work alongside and with each other	-Select and use activities and resources Show more confidence in new social situations Play with one or more children, extending and elaborating play ideas Explore feelings using words like 'happy', 'sad', 'angry', 'worried' through stories and our own feelings Begin to understand how others might be feeling. Understand how following rules keeps you safe Being increasingly independent in meeting our own care needs e.g. putting our own coat on, toileting.	-Understand why rules are important -Begin to freely talk about their feelings -Develop their sense of responsibility and membership of a community Understand the importance of listening to others. Be able to share and talking turns to work alongside and with others. Begin to develop ways to be positively assertive and to solve conflict. Begin to understand the importance of making healthy choices and being more	Be more aware of how others are feeling. Remember rules without an adult to remind them Develop an understanding of responsibility and care, considering how to look after plants and animals in the world around us. Begin to develop perseverance and resilience through engaging in activities and working towards goals we want to achieve. Continue to understand the importance of getting along with others and developing positive friendships.	-Can play alongside others within the environment -Can express their feelings in a controlled manner - Considers the feelings of others Consider feelings and emotions through exploring characters in stories and then relating to self. Develop an understanding of how we change and grow from babies to adults. Look back at our year in nursery and look forward to changes as we transition into the next school year, being able to say what we have

	Express feelings during interactions others through their play.			independent in our self-care.		enjoyed and what we are looking forward to.
PSED Reception	Celebrating the unique qualities of ourselves and our families. Understand what it means to be a part of a community. Explore the roles within our school community. Understand how the rules we have keep us safe. Manage own toileting needs. Begin to be responsible for own belongings.	Begin to understand how others may be feeling. Know that people are different and that this is to be accepted and celebrated. Manage their own needs – personal hygiene. Begin to set personal goals identifying steps we can take to develop resilience and independence in order to overcome challenges and achieve our goals. Exploring feelings through story characters to understand our own feelings and develop empathy towards others. Understand 'appreciation' and	Begin to recognise ways to keep myself safe. Know that I have a right to say no, in particular to protect myself from stranger danger. Know that parts of my body are private and I have the right to say when I feel uncomfortable. (Pantastuarus) Understand how to cross the road safely. Continue to set personal goals identifying steps we can take to develop resilience and independence in order to overcome challenges and achieve our goals. Continue to explore the actions of characters	Begin to understand that we have a right to be listened to and are responsible for our own actions. Identify and moderate their own feelings socially and emotionally. Know and talk about own health and wellbeing. Continue to follow our school rules in order to keep ourselves safe. Understand that not following the school rules may lead to consequences. Develop the understanding of constructive relationships with peers, understanding	Show resilience and perseverance in the face of challenge. Begin to demonstrate patience, when wanting to talk/use a resource. Know what makes a good friend, understanding feelings and building positive friendships with others. Begin to recognise what are achievable goals and what a 'big dreams. Begin to break down 'big dream goals' into smaller steps. Know that we can ask for help to achieve our goals. Understand that you can work collectively or individually to achieve a goal.	Understand the importance of sleep, diet and exercise to keep our body healthy. Demonstrate patience, when wanting to talk/use a resource. Know that as people get older, they are expected to be more responsible for their actions. Explore the concept of 'looking ahead' and planning change – transition to Y1. Continue to value class rewards and celebrate the achievements of ourselves and others. Demonstrate increased control of own emotions, adapting behaviours to different situations.

		valuing ourselves and others. Continue to follow our school rules in order to keep ourselves safe. Explore the actions of characters such as the 10 headed demon (Diwali story), discuss right and wrong and apply this to our everyday lives.	such as Goldilocks, discuss right and wrong and apply this to our everyday lives.	the perspectives of others. Develop understanding of own feelings and develop empathy towards others. Begin to understand how to be healthy and make good choices for our physical and mental health and wellbeing.	Understand the social expectations of being pleased for others when they achieve their goals. Value class rewards and celebrate the achievements of ourselves and others.	
Key Vocabulary	Wee, poo, flush, accident, wet, wipe, clean, toilet paper, dirty, wash, dry, soap, coat, zip, jumper, arms, head, fasten, dress, on, off, up, down, kind, friends, feelings – happy, sad, hurt, tired, hungry, unkind, angry, upset, differences, sanitising, virus, sharing, helpful, germs, hat, scarves, gloves, buttons, feet, fasten, shoes, Velcro, buckle, laces, healthy, exercise, safe, rules, share, independent, challenge Rules, feelings, behaviour, sharing, sorry, friend, upset, sad, angry, emotions, challenge, confident, compromise, listening, negotiate, conflict, turn taking,					
Physical Development Nursery	Go up and down steps using alternate feet Encourage children to dress and undress independently Start eating independently and learning how to use a knife and a fork Begin to understand that tools/materials	Understand that tools/materials have different purposes and how to make them work, such as scissors and glue. Know that we can move in different ways using large muscle movements. Use alternative feet when climbing and moving around.	Start to match their developing physical skills to tasks and activities in the setting Start to use a comfortable grip when holding pens and pencils Start to open packets and wrappers	Start taking part in group activities which they make up for themselves, or in teams Increasingly be able to use and remember sequences and patterns of movement Continue to move safely with an increasing awareness of space, including on and around apparatus, and	Show a preference for a dominant hand Choose the right resources to carry out their own plan Eat using a knife a fork Match their developing physical skills to tasks and activities in the setting	Use the toilet independently Use one handed tools and equipment Use a comfortable grip when holding pens and pencils Can open packets and wrappers Continue to develop movement

	have different purposes and know how to make them work, such as scissors and glue. Know that we can move in different ways using large muscle movements. Know that a human body normally consists of a head, body, arms, legs, hands, feet, fingers and toes. Have the appropriate shoulder strength and rotation such as when manipulating large scales construction, or when moving on all fours. Explore one-handed tools and equipment with a preference for a dominant hand. Coordinate movements requiring two-handed procedures.	Have the appropriate shoulder strength and rotation such as when manipulating large scales construction, or when moving on all fours. Explore one-handed tools and equipment with a preference for a dominant hand. Coordinate movements requiring two-handed procedures.	move safely with increasing control of our body. Develop skills such as skipping, hopping and balancing on one leg, as well as responding to music with rhythm. Outside, we will focus on developing control when using a large ball., as well as developing gross motor skills when moving large obstacles such as planks and crates to create bridges, and move across these in different ways. Continue to develop our fine motor skills when using one-handed tools and equipment Develop the use of a pincer grip and a comfortable tripod grip when drawing and writing.	with the ability to change direction and speed. Move rhythmically in response to what we hear and feel. Negotiate space and obstacles and we create and make choices of how to travel across a range of obstacles. Manipulate tools for mark making, cutting and joining Continue to develop a tripod grip for writing. Gain greater control and accuracy with the tools	Gain greater control and accuracy with a range of tools	Develop body strength and control to move around, under and across apparatus. Develop and refine our ability to move in different ways. Develop tripod grip for writing. Gain greater control and accuracy with tools including paint brushes for finer detail and musical instruments.
Physical Development Reception	Begin to understand that tools/materials have different purposes and know how to make these work, such as scissors and glue.	Begin to demonstrate the safe negotiation of space whilst developing agility, balance and coordination.	Continue to demonstrate the safe negotiation of space whilst developing agility, balance and coordination.	Demonstrate good control in the safe negotiation of space whilst developing agility, balance and coordination.	Develop and refine throwing and catching skills. Develop techniques in stopping	Develop body strength, co-ordination balance and agility – balance/pedal bikes, wheelbarrows, prams, running faster, climbing higher, jumping further.

	Explore one-handed tools and equipment with a preference for a dominant hand. Know that a human body normally consists of a head, body, arms, legs, hands, feet, fingers and toes. Know that a tripod grip is an effective way of having control over writing equipment and develop a tripod grip to form Phase 2 letters. Demonstrate balance, strength and fluency in movement when using play equipment and on wheeled toys (scooters, bikes), with balance and coordination when pushing and gliding on a balance bike. Negotiate space including moving objects.	Recognise that we can move our body freely and creatively in response to music. Begin to develop techniques in running, jumping, hopping, skipping etc. Begin to use a tripod pencil grip instinctively in order to produce increasingly controlled letter formation. Begin to develop greater competency when using one handed equipment.	Begin to show a preference for how to move own freely and creatively in response to music. Develop more precision in techniques for running, jumping, hopping, skipping etc. Continue to use a tripod pencil grip in order to produce increasingly controlled letter formations.	Develop and refine a range of ball skills including: rolling, dribbling & bouncing. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Improve techniques in running, jumping, hopping, skipping etc when applying these to games and activities with others. Continue to focus on using a tripod pencil grip and manipulating tools and materials in order to produce increasingly controlled letter formation and greater competency when using one handed equipment for activities such as cutting, weaving, sewing and using playdough.	and receiving a ball and rolling and sending a ball. Develop knowledge and skills of how to throw and catch with more accuracy and control. Begin to develop the ability to work with others; being able to cooperate, share and take turns through playing small group games. Continue to make progress with our pencil control when forming letters and numbers when holding a pencil in a tripod grip. Continue to develop more precise control of one-handed tools.	Develop ability to negotiate space, develop balance and coordination when moving along, under and around apparatus. Demonstrate increasingly control Moving in different ways. Be able to work with others, cooperating sharing and taking turns, playing small group games. Continue to make progress with our pencil control when forming letters and numbers when holding a pencil in a tripod grip. Continue to develop more precise control of one-handed tools.
Key Vocabulary	Direction, speed, acceleration, static, dynamic, dismount, coordination, gross motor, hand-eye co-ordination, agility, spatial awareness, propositional language, core strength, ascend, descent, obstacles, balance, catch, throw, squat, equipment, bat, ball, kick, push, pull, hoop, left, right, balance, press, thread,					

Phonics Nursery	Tune in, recognise and distinguish between different environmental, instrument and body percussion sounds, including clapping/ tapping the syllables in words during sound play. Nursery rhymes focus	Tune in, recognise and distinguish between different environmental, instrument and body percussion sounds, including clapping/ tapping the syllables in words during sound play. Begin to recognise the phonemes s, a, t, p, i, n, m when sorting objects.	Recognising words with the same initial sounds. Begin to know that a syllable is a beat in a word and count these as claps. Orally blending sounds when playing games. Match phonemes s, a, t, l, p, n, m, to picture cards. Begin to recognise the phonemes d g o c k e when sorting objects.	Know how to listen to and orally blend phonemes to form words e.g. hear that h-a-t is blended to say hat/c-oa-t is coat. Begin to know that a syllable is a beat in a word and count these as claps. Begin to recognise the phonemes u, r, h, b, f, l when sorting objects. Match phonemes s, a, t, l, p, n, m, d, g, o, c, k, e to picture cards.	Consolidate that rhyming words sounds the same. Consolidate that alliteration means things begin with the same sound. Know the initial sound is the first sound in words, and begin to recognise when words have the same initial sound. Know that a syllable is a beat in a word and count these as claps. Begin to recognise the phonemes j, v, w, y, z, qu, ch when sorting objects. Match phonemes s, a, t, l, p, n, m, d, g, o, c, k, e, u, r, h, b, f, l, to picture cards.	Identify words that rhyme. Identify alliteration. Count or clap syllables in words. Orally blend sounds to say words. Identify the initially sounds in words. Begin to orally segment words. Begin to recognise the phonemes ck, x, sh, th, ng, nk when sorting objects. Match phonemes s, a, t, l, p, n, m, d, g, o, c, k, e, u, r, h, b, f, l, sh th, ng, nk to picture cards. Know that letter sounds are represented by graphemes, and be introduced to Phase 2 graphemes: s, a, t, l, p, n, m
Phonics Reception	Autumn 1 Phase 2 graphemes s a t p i n m d g o c k ck e u r h b f l Tricky words: is I the	Autumn 2 Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nk • words with -s /s/ added at the end (hats sits)	Spring 1 Phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	Spring 2 Phase 3 graphemes Review Phase 3 • longer words, including those with double letters • words with -s /z/ in the middle	Summer 1 Phase 4 Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words	Summer 2 Phase 4 graphemes Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC

		words ending –s /z/ (his) and with –s /z/ added at the end (bags) Tricky words: as and has his her go no to into she he of we me be	Tricky words: was you they my by all are sure pure	- words with –es /z/ at the end - words with –s /s/ and /z/ at the end Review taught tricky words	words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est Tricky words: said so have like some come love do were here little says there when what one out today	- words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est - longer words and compound words Review all taught tricky words so far.
Literacy Nursery	Handle books carefully and know that pages in a book are turned one at a time. Know what own name looks like. Know that information comes from words/pictures in books. Know common nursery rhymes by heart. Listen to short stories in a small group and in familiar stories recall key characters and events. Use a range of mark making tools to create pictures, lines and shapes to represent meaning.	Know that print carries meaning and that in English it is read from left to right and top to bottom. Begin to learn new vocabulary from stories and use it to talk about events and principle characters. Handle books and touch screen technology carefully, holding them the correct way up and show an interest in the illustrations and words. Listens to and joins in with stories and poems, when reading 1:1 and in small groups. Engage in drawing and mark-making in response to experiences.	Know that print carries meaning and that in English it is read from left to right and top to bottom. Engage in conversation about stories, answering who? what? and where? questions. Using some print and letter knowledge in our own early writing. Developing a tripod grip when writing.	Know and identify own name and begin to recognise and form the graphemes (letters) in their own name and other significant names. Develop book handling skills Use role play as a means of sharing understanding of stories. Know the correct position to hold a pencil in a tripod grip – though may not yet be mastered. Know that print carries meaning and use some of their growing letter knowledge in their own mark matching/writing.	Know that a story can be real or imagined, discuss new words, and use role play and small world to retell/sequence stories. Know books have a front cover with a title and author. Know books are read front to back, top to bottom and left to right. Begin to understand some books give us facts and information. Hold a pencil with an increasingly controlled tripod grip, and begin to develop more control over emergent writing, including mimicking the shape of some known letters. Increase knowledge of vocabulary particularly	Know that a story can be real or imagined, discuss new words, and use role play and small world to retell/sequence stories. Know some books give us facts and information. Hold a pencil with an increasingly controlled tripod grip, and begin to develop more control over emergent writing, including mimicking the shape of some known letters.

		Sometimes give meaning to own drawings and paintings. Become aware of signs, symbols and words they are seen in different places and ascribes meaning to them.			descriptive vocabulary linked to topic. Begin to engage in longer conversations, with a balance of serve and return. Begin to develop more clarity using increasingly longer sentences.	
Literacy Reception	Have an increasing repertoire of Phase 2 phonemes and the graphemes used to represent these. Have a developing knowledge of how to blend and segment words orally, and for reading and writing using Phase 2 phonemes. Know that books are read from front to back and pages top to bottom, left to right, and that books can be sources of information. Enjoy an increasing range of books	Know and use Phase 2 GPCs to read and write short words, and begin to recognise phase 3 phonemes. Have a developing knowledge of how to blend and segment words orally, and for reading and writing. Recognise some hard to read and spell words. Demonstrate book handling skills and enjoy an increasing range of books including those for information. Describe characters, events and settings in stories using an	Continue to build up repertoire of reading and spelling reception common exception words. Consolidate recognition of Phase 2 and 3 phonemes and blend these sounds for reading, and segment them for spelling. Apply known words and phonics to read simple sentences with increasing pace and flow, and to write simple words and sentences. Ask and answer simple questions (who, what, when, where) about the text we read.	Continue to build up repertoire of reading and spelling reception common exception words. Consolidate recognition of Phase 2 and 3 phonemes and blend these sounds for reading, and segment them for spelling. Apply known words and phonics to read simple sentences with increasing pace and flow, and to write simple words and sentences. Ask and answer simple questions (who, what,	Continue to build up our repertoire of known reception common exception words for reading and spelling and when writing sentences. Consolidate recognition of Phase 3 phonemes and know how to blend these sounds for reading, and segment them for spelling/writing. Know how to blend consonant clusters together to read Phase 4 words. Know how to hold a pencil in a tripod grip for control and coordination of letter	Use talk and develop storylines in pretend play, to solve problems or to organise thinking. Recall and discuss key pieces of information in stories or information that they have read themselves, or that has been read to them. Apply known common exception words, and blend phase 3 & 4 phonemes to read simple sentences with increasing pace and flow. Apply common exception words, and segments key phonemes to write simple words and sentences.

	including those for information. Describe characters, events and settings in stories using an increasing vocabulary. Show an awareness of rhyming words. Develop storylines in pretend play and use talk to help develop thinking. Use a tripod grip to develop an appropriate writing style and letter formation for all phase 2 graphemes. Give meaning to marks and use writing to communicate ideas, thoughts, experiences and events.	Increasing vocabulary. Develop storylines in pretend play and use talk to help develop thinking. Use a tripod grip to develop an appropriate writing style and letter formation for all phase 2 graphemes. Give meaning to marks and use writing to communicate ideas, thoughts, experiences and events.	Use a tripod grip and form letters in the correct direction with some control over the size. Write captions to form simple sentences to communicate ideas, thoughts, experiences and events. Know that sentences start with a capital letter and usually end with a full stop, and begin to use these in own writing. Use role play to develop understanding of storylines, settings, characters and events.	when, where) about the text we read. Use a tripod grip and form letters in the correct direction with some control over the size. Write captions to form simple sentences to communicate ideas, thoughts, experiences and events, particularly focussing on story-telling and recording descriptions and observations of the world. Know that sentences start with a capital letter and usually end with a full stop, and begin to use these in own writing. Use role play to develop understanding of storylines, settings, characters and events.	formation. Use talk to develop storylines in pretend play, to solve problems or to organise thinking. Recall and discuss key pieces of information in stories or information that they have read, or that has been read to them. Write captions to form simple sentences to communicate ideas, thoughts, experiences and events, particularly focussing on story-telling and recording descriptions and observations of the world. Begin to use capital letters and full stops for sentences in own writing. Begin to read back what has been written to check it makes sense.	Use a tripod grip and form letters in the correct direction with some control over the size and direction. Say sentences out loud before writing to help consolidate word order. Write captions to form simple sentences to communicate ideas, thoughts, experiences and events, particularly focussing on story-telling and recording descriptions and observations of the world. Begin to use capital letters and full stops for sentences in own writing. Begin to read back what they have written to check it makes sense.
Key Vocabulary	Alliteration, author, beginning, blurb, bold, book, character, clarify, contents, digital book, e-book, emotions, end, fact, feelings, fiction, finally, glossary, goodies, google, happily, ever after, headings, heroes, how, information, instructions, internet, library, middle, non-fiction, once upon a time, page, plot, poem, predict, question, recipes, retell, rhyme, setting, speech, subheadings, suddenly, summarise, title, villains, what, when, where, who, why Alphabet, blend, capital, ccvc word, consonants, cv word, cvc word, cvcc word, digraph, final sound, grapheme, initial sound, letter names, letter, medial sound, onset and rhyme, phoneme frame, phoneme, rhyme, segment, sentence, sound buttons, syllable, tricky words, trigraph, vowel Writing, drawing, picture, marks, pen, paper, pencil, brush, roller, chalk, felt pen, crayon, whiteboard, letter, word, up, down, over, round, start finish, line, dot, straight, wavy, curved, diagonal, circle, square, rectangle, sentence, syllable, capital letter, lowercase letter, phoneme, initial sound, beginning, middle, end, sign, list, card, message, invitation, ascender, descender, trace					

Mathematics Nursery	Understand and use the mathematical vocabulary of more than (larger), fewer than (smaller) and the same. Make and compare sets that are larger, smaller and the same. Begin to notice and describe simple differences in shapes, including natural shapes and objects. Begin to understand that some objects and shapes have a given purpose. Recognise that some songs and stories have repeated refrains and join in with these. Understand and create patterns made by placing objects in a line sequence. Notice and recognise the stable order of number by hearing and	Recognise that things can be counted. Count numbers in order to 3 and beyond when counting objects or actions (e.g. claps) Can subitise numbers to 3 (see the amount without the need for touch counting) Can touch count up to 3 or more objects. Show 'finger numbers' to 3 or more. Begin to recognise numicon pieces to 3. Join in with repeated songs, actions and stories by recognising the pattern in the language. Begin to understand regular sequences, for example, daily routines and what comes next. Demonstrate spatial awareness when rotating and positioning puzzle pieces and matching tools to silhouette pictures.	Developing fast recognition of up to 3 objects, without having to count them individually ('subitising'). Showing 'finger numbers' up to 5. Saying one number for each item in order: 1, 2, 3, 4, 5, knowing the last number said is the total. Linking numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Understanding position through use of language to determine where characters have been placed, e.g. next to, on top, under, above, behind etc. Discuss routes and locations, using words like 'in front of' and 'behind'. Talking about and exploring 2D and 3D shapes (for example,	That numbers have an order when reciting them, and that each number is one more than the previous and the last number tells you the total. Compare quantities using language: 'more than', 'fewer than'. Recognise numicon plates to 5 and become aware of numerals. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Talk about and identifies the patterns around them. Extend and create ABAB patterns and notice mistakes in pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Describe a familiar route and discuss	Begin to develop fast recognition of up to 5 objects, without counting them ('subitising'). Say one number for each item in order to 10. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities, using language such as 'more' and 'fewer'. Talk about and identifies the patterns around them.	Develop fast recognition of up to 5 objects, without counting them ('subitising'). Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities, using language such as 'more' and 'fewer'. Talk about and identifies the patterns around them.

	joining in when counting forwards to 10 and backwards from 5.	Use positional language (on, under, over, in etc) Select objects based on their shape e.g. a triangle block for a roof. Match, sort and compare 2D shapes in our play using everyday language to describe.	circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' when using puzzles and insert jigsaws.	locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc and combine them to make new shapes.	Talk about and identifies the patterns around them. Extend and create ABAB patterns and notice mistakes in pattern. Use everyday language to describe 2D and 3D shape, select shapes appropriately and combine them to make new shapes in play. Make comparisons linked to size, length, weight and capacity.	Extend and create ABAB patterns and notice mistakes in pattern. Use everyday language to describe 2D and 3D shape, select shapes appropriately and combine them to make new shapes in play. Make comparisons linked to size, length, weight and capacity.
Mathematics Reception	Classify, sort and group objects by attributes such as colour, size, shape or texture, and explore different ways to do this. Compare sets of objects and identify which has most and least (more/fewer). Know that objects can be compared and ordered by their size, mass or capacity and use language such as tall, long, short, full, empty, heavy, light.	Know when you count on the numbers get 1 more, and when you count back the numbers get 1 less. Explore different ways of combining smaller sets to make larger ones to make compositions of numbers up to 5 (e.g. 5+0, 4+1, 3+2, 1+1+1+1+1 etc). Know, recognise and order numbers to 5. Identify representations of numbers to 5 and how to subitise these (visualise without counting).	Know how to represent the numbers to 8 and compare their size using language such as more/less/fewer. Know and recognise Numicon plates to 8. Know how to subitise larger numbers by exploring how they can be composed by adding smaller numbers, e.g. that 7 can be made of 4 + 3, but also 5 + 2) Order numerals and amounts to 8, showing and understanding of 1 more and 1 less.	Explore and compare length and height. Order and sequence time. Count objects, actions and sounds. Subitise – visualising amounts ion sight without the need to count. Count beyond 10. Link the number symbol (numeral) with its cardinal number value (amount). Compare numbers.	Know how to subitise when using maths across the provision. Count on and back within 10, and accurately count amounts from a set. Know that larger quantities are composed from smaller amounts. Know to how compare and order quantities and amounts using the appropriate vocabulary. Begin to recognise numerals to 20 (and beyond) using a range of resources	Continue to subitise when using maths across the provision. Recognise numerals to 20 (and beyond) using a range of resources. Know that larger quantities are composed from smaller amounts, e.g. 5 can be made of 4 +1, 3 + 2 Know to how compare and order quantities and amounts using the appropriate vocabulary. Know that double means 'twice as many' and develop their

Know that a pattern is a repeat, and copy and continue patterns. Know how to count with 1:1 correspondence and that the last number said is the total. Understand that when counting, numbers need to be said in a certain order. Recite numbers to and back from 10. Understand that anything can be counted including abstract things such as sound (claps). Know the numerals that link to amounts up to 5 and beyond. Explore, recognise and match Numicon plates to others that are the same. Begin to subitise small amounts – instantly recognise an amount without having to count how many.	Match sets of the same amount in different forms, e.g. Numicon, counters Compare sets and identify 1 more/less of amounts and explore the concept through provision and through singing number rhymes. Use everyday language to describe 2D shapes (circles, triangles squares and rectangles). Name circles, triangles, squares and rectangles. Combine shapes to create new shapes and identify what these are. Use positional language in a range of contexts. Use language of time to sequence events e.g. first, next, after that, last) and describe passage of time (night day, morning, afternoon, evening, today, tomorrow etc)	Use visual representation to support the understanding of number, such as, 10 frames, fingers, and counters. Solve simple real-life mathematical problems within number to 8. Have a developing understanding of the vocabulary associated with weight (heavy, light, heavier, lighter), capacity (full, empty, part full, half full) and length (long/short, longer, shorter). Know how to compare and order 2-3 items by weight, capacity or length. Know how to use equipment associated with measure, such as balance scales and measuring containers. Use the concept of weight, capacity and length in mathematical contexts and in everyday play.	Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns.	such as ten frames, Numicon, counters, towers and understand the size of numbers as 'full tens' and parts of ten, e.g. 14 is one full ten and four. Begin to develop a knowledge of one hundred, by grouping into smaller sets of 10 when using maths in provision. Know quantities can be changed by adding and subtracting. Know how to use 'counting on' as a strategy for addition, and subtract by removing items and subitising (visualising the number left). Know that spatial reasoning can be demonstrated through rotating, matching and positioning objects and shapes to create patterns and complete puzzles.	understanding through counting pairs of the same number across the provision. Create equal groups of objects to solve simple practical problems. Investigate how some things share equally (even numbers) and some things don't (odd numbers). Describe where things are in relation to each other using their understanding of positional language, including using maps, routes/plans. Give and follow instructions to demonstrate spatial reasoning. Solve simple problems and demonstrate critical thinking skills. Copy, continue and create repeating patterns. Explore and investigate relationships between numbers and shapes.
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	Begin to recognise different compositions of making 1, 2 and 3.					
Key Vocabulary	Number – one, two, three to twenty and beyond, none, zero, count on / up / to / from / down, before, after, more, less, many, few, fewer, fewest,, smaller, smallest, equal to, the same as, odd, even, digit, numeral, compare, order, size, value, between, halfway, between Addition and Subtraction –add, more, plus, make, sum, total, altogether, double, half, halve, equals, is the same as, how many more?, how many more is... than...? How much more is... than...?, subtract, take away, minus Multiplication and Division – odd, even, double, halve, share, share equally, group, pairs, equal group, divide Measure – full, half, empty, holds, container, weigh, weighs, balance, heavy, heavier, light, lighter, lightest, scales, time, days of the week, seasons, spring, summer, autumn, winter, days, week, month, year, birthday, morning, afternoon, evening, night, Position and direction – over, under, underneath, above, below, top, bottom, side, on, in, outside, inside, in front, behind, front, back, before, after, beside, next to, middle, up, down, forwards, backwards, sideways, close, far, through, towards, away from, side, roll, turn Shape – sort, cube, cuboid, pyramid, sphere, cone, cylinder, circle, triangle, square, shape, flat, curved, straight, round, solid, corner, face, side, make, draw, build, whole, equal, half					
Understanding the World	Know that a habitat is a place where plants and animals live. Know that some animals are wild and some (pets) are not. Know that Autumn is a season where the weather gets colder and the days get shorter. Know that in Autumn the leaves change colour and fall off the trees. Begin to observe and talk about living things in the local environment.	Know what a celebration is a way of remembering a special day or event. Recognise celebrations and festivals that we take part in with our families. Recognise that everyone is different and special, and appearance and interests are ways that make us similar or different. Know that Christmas is a Christian celebration that happens every year in December.	Use senses in hands-on exploration of natural materials, and when exploring seasonal changes when focussing on winter and how this will change into spring. Know that traditional/fairy stories are stories that have been told to children for hundreds of years. Talk about what we see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things.	Continue to develop an understanding of seasons through making observations related to Spring. Plant seeds and care for growing plants. Care for, grow and observe plants, knowing what they need to grow. Exploring the science concept of push and pull through the enormous turnip story.	Continue to develop an understanding of seasons through making daily observations such as the weather and plants/animals that can be seen in the environment. Continue to name and describe common farm animals, inspired by stories that we read. Know the differences between activities that people do during the night and day. Know that dark is the absence of light.	Continue to develop an understanding of seasons through making daily observations such as the weather and plants/animals that can be seen in the summer. We should care for the environment and we can do this by tidying up and caring for living things. Know that different cultures have different traditional stories.

	Know the names of family members and that families can be all different sizes. Know that in the school community there are adults who can help them. The emergency services include paramedics, firefighters and police. Recognise changes in our bodies as we grow, thinking about what we can do now that we couldn't do when we were a baby.	Know that Diwali is a Hindu celebration that takes place every year in Oct/Nov. Know that light is important to some celebrations, such as Diya lamps for Diwali. Begin to offer simple explanations for why things happen. Develop their sense of responsibility and membership of a community. Develop positive attitudes and celebrate the differences between people. Know that some animals collect food and bury them until they need them. Know that some animals sleep through the winter, and be introduced to the word hibernate.	Talk about the differences between materials and changes observed, for example, how ingredients change state when making play dough. Talk about what materials look, feel and smell like. Describe the process of change using scientific vocabulary, e.g. solid, melting when exploring snow and ice. Begin to understand the concepts of floating and sinking.	Develop an understanding of life cycles through exploring caterpillars changing into butterflies. Explore natural minibeast homes and create small world versions of our own. Use magnifying glasses to look closely and describe what we can see. Continue to use cooking and baking as a way to explore changes of state.	Know that the world is made of land and sea and that we live on land. Know that people in different countries may speak and live different to us. Recognise that some foods come from plants, and continue to care for the plants that we are growing.	Know that others may live, talk and dress differently to us. Continue to develop our understanding of food technology through regular cooking and baking.
Understanding the World Reception	Know the names of family members and understand that families can be all different sizes.	Know a place can be important because of its location, buildings and landscape.	Continue to develop and embed understanding of seasonal changes, using senses to explore and	Continue to develop and embed understanding of seasonal changes, using senses to explore and	Continuing to explore seasons as spring turns into summer, look at the changes that occur in the weather and how	Describe our immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

	Know that people are unique and have different likes and dislikes. Know that a community shares common interests, and that there are many different types of community. Know that the emergency services include paramedics, firefighters and police. Know that rules are there to keep us safe and it is important to follow rules. Name and talk about features of their local environment, and show care for living things within it.	Know a habitat is a place where living things (people, animals and plants) live and these may be hot (such as deserts) or cold (such as the arctic). Know that some people from the past are significant because they have changed the world or how we think. Know we are a community which is a group of people who live together or share a similar space. Know that our environment changes depending on what season it is.	observe the natural world around us. Name some of the changes that have occurred from Autumn, identifying key features of Winter. Develop understanding of scientific processes and make comparisons, such as push/pull forces, floating/sinking – exploring making a boat. Develop an understanding of different places and times, through stories. Know that photos/videos and artefacts can be used to compare similarities and differences between places and times. Developing understanding of how materials can be changed through exploration of freezing and melting, and exploring wet & dry sand. Develop an appreciation of the world in which	observe the natural world around us. Name some of the changes that have occurred from Winter, identifying key features of Spring. Develop scientific understanding of growth and change through a focus on Springtime. Developing scientific knowledge of minibeasts by observing, describing and comparing minibeasts that we find within school grounds, and through exploring the text 'Superworm'. (in addition to Literacy text) Develop understanding of plants through looking closely and observing and naming the key parts of a plant. Know the life cycle of a frog, and of planting and growing beans. Know people change as they grow and say how we have changed over time.	this changes the plants and animals that can be found. Know that globes (3D) and maps (2D) show different places on Earth and can help us to plan a journey. Develop an understanding of different places and times, through stories. Know that photos/videos and artefacts can be used to compare similarities and differences between places and times. Develop understanding of scientific processes and make comparisons of light/dark and pushes/pulls.	Know some similarities and differences between different religious and cultural communities in this country, drawing on our experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Explore the natural world around us, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around us and contrasting environments, linked to the places that our stories are from, e.g. the forest, the town where the palace is. Name and explore where different animals/people live, linked to environments
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			we live, and through the texts such as 'Recycle story?', consider ways that we can look after the world and the things within it, particularly through recycling.	Developing our understanding of similarities and difference of people within our community through a focus on special times/places when focussing on the celebrations of Eid, Easter and Mother's Day.		that we will study through stories. Understand some important processes and changes in the natural world and explore how the seasons have changed into summer. Develop an understanding of different places and times, through stories, in particular clothing and the environment.
Key Vocabulary	Seasons, change, cold, hot, temperature, leaves, blossom, new life, growth, growing, seeds, seedling, shoot, root, stem, flower, animals, plants, maps, world, UK, community, local area, Mirfield, Huddersfield, same, different, homes, habitats, live, impact, recycle, reuse, human, ocean, float, sink, push, pull Memories, past, present, now, then, change, different, old, photographs, looking back, yesterday, today, tomorrow, a long time, growth, decay, seasons, autumn, winter, spring, summer, days of the week, remember when, die, death, life cycles, birthday, party, Christmas, festivals, celebrations, wedding, christenings, Diwali, Eid, Easter, anniversary, baby, toddler, adult, young, teenager, months of the year, culture, religion, beliefs Map, road, path, street, river, stream, canal, city, town, village, countryside, direction, tradition, house, park, post office, shops, land, ocean, sea, globe, atlas, England, countries, Europe, world, jobs/careers, community, Mirfield, Huddersfield, live, home, future, grown up, aspirations					
Expressive Arts & Design Nursery	Use a range of materials, tools and techniques to create images, express ideas or share emotions. Learn, remember and sing well known rhymes and songs in a small group.	Know about and explore materials and how they can be combined and fixed to make collage and sculptures. Learn, remember and sing well known rhymes	Creating and taking part in simple pretend play as a way to retell and develop an understanding of story structures (role play, small world etc). Exploring different materials freely, to	Know how to use props and materials provided to enhance the retelling of stories. Design and explore tools and materials to make things related to our topic such as a	Know how to use props and materials provided to enhance the retelling of stories, including instruments and dance. Create models, make props and make play	Design and create models using a variety of materials and tools. Create art work using a range of media e.g. drawing, collage and models of animals from heard stories..

	The same sound can be repeated to create a pattern. Retell stories in their play using props. Explore resources, including construction kits, to create 'small worlds'. Use marks to create the human form.	and songs in a small group. Know that traditional music is played as part of celebrations, and explore a range of percussion instruments. Make simple prints using fingers, hands or found objects. With support, know and use the procedure for mixing paint. Use small world to re-tell and preform interpretations of stories.	develop our ideas about how to use materials and what to make, such as making a boat using found objects to create art representations of characters. Draw with increasing complexity and detail, such as representing characters from the stories or observational representations of flowers. Exploring colour and colour-mixing	beanstalk and peg doll characters. Focus on greater accuracy and control of fine motor skills developing drawing techniques. Develop painting and printing techniques, such as butterfly prints, leaf/flower printing, Butterfly spinning paint (inspired by Damien Hurst) Continue to explore food technology to combine ingredients when cooking and baking. Continue to build our repertoire of songs and our increase our knowledge of how to use instruments.	dough character creations. Have greater accuracy and control of fine motor skills when developing drawing techniques to draw people and animals. Continue to build a repertoire of songs and increase knowledge of how to use instruments.	Greater accuracy and control of our fine motor skills when developing techniques for drawing. Develop painting techniques, particularly linked to colour mixing when creating paintings linked to the farm. Continue to build a repertoire of songs and our increase knowledge of how to use instruments.
Expressive Arts & Design Reception	Know the primary colours are red, yellow and blue. Know different materials have different properties and can be used for art such as drawing, painting, collage, textile or sculpture.	Construct simple structures, create collaboratively and share ideas and resources. Know that different materials have different properties that can be used for different purposes.	Begin to work as a pair/group to invent, adapt and retell stories in a variety of settings such as role play, small world or when using story sequencing tools. Sing and perform a range of songs, including movement to music, both individually and with others.	Work together to invent, adapt and retell stories in a variety of settings such as role play, small world or when using story sequencing tools and techniques. Sing and perform a range of songs, and use instruments for effect to enhance storytelling.	Develop drama skills through retelling stories such as 'Beegu and 'Whatever next?' in role play and small world. Using 'Whatever next?' as inspiration for designing and making rockets.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, particularly when focusing on 3D creations linked to our castle projects. Invent, adapt and recount narratives and

	Use a range of materials, tools and techniques to create images, express ideas or share emotions and give meaning to our own work. Create and make different types of marks. Use marks to create the human form. Know that sounds can represent feelings, images or stories. Learn, remember and sing well known rhymes and songs in a small group. Retell and make up stories in play using props. Explore resources, including construction kits, to create 'small worlds'.	Know how to cut, tear, fold, stick and join a range of materials. Know a painting of a place is called a landscape. Draw or paint from observations or imagination. Represent the human body from observation, imagination and memory. Create with construction kits, including wheels and axles. Manipulate malleable materials into different shapes and forms using hands and tools. Use natural materials and loose parts for 2D and 3D art. Listen with increasing attention to sounds and songs. Sing familiar songs and rhymes. Talk about and represent stories characters and events	Explore and apply knowledge of materials to create a boat. Practising drawing skills and creating interesting portraits for Mother's day.	Explore and apply knowledge of materials and use of tools for sewing, threading, weaving and collage. Developing printing techniques in our art work. Use construction kits to design and create linked to stories e.g. tall beanstalks.	Develop observational skills in art through starry night drawings. Enhance skills in music through exploring pulse, tempo and dynamics through the theme of transport to space. Develop food technology skills when designing and making a 'fruit rocket kebabs.'	stories with peers and adults, linked to the text the 'Princess and the pea.' Sing a range of well-known nursery rhymes and songs. Explore the use of tuned and untuned instruments whilst also following a steady beat. Make use of props and materials when role playing characters in narratives and stories. Use construction kits to design and create linked to stories e.g. the magic pot. Develop understanding of healthy eating by planning, preparing and making porridge.
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		through small world and role play.				
Key Vocabulary	Dance, sing, song, rhyme, instrument, drum, drumstick, tambourine, maracas, triangle, xylophone, loud, quiet, fast, slow, music, beat. Drawing: pencil, pen, crayon, line, colour in, straight, circle, shape names, rubber, portrait 3D/construction/malleable: cut, stick, tape, pull, push, on, below, next to, above Painting: brush, paint, mix, palette, dip, colour names Textiles / Collage: fabric, collage, stick, layer, positional language Artist, painter, sculptor, same, not the same, different, computer, iPad, laptop					
Key texts	All: Colour Monster – Anna Llenas All: Mum and Dad make me laugh – All: Superhero like you	All: Gruffalo F1: Peppa's Diwali F2: Rama and Sita All: The runaway chapatti All: Christmas story Dear Santa	All: Billy's bucket All: Rainbow fish All: Billy Goats Gruff	All: Hungry Caterpillar F1: Oi Frog F2: Tadpoles promise All: Jack and the beanstalk	F1: Zoom to the moon F2: Space non fiction F1: I wish I was an alien F2: Beegu F1: Aliens love underpants F2: Here comes the aliens All: Whatever next?	All: The magic pot (India) All: Goldilocks (England) F1: The prince who thinks he is a rooster (Israel) F2: The Frog prince (Germany) Anansi and the moss rock – (Africa) https://www.bbc.co.uk/teach/class-clips-video/articles/zdgnvk7
Familiar texts	Pete the cat Amazing Topsy and Tim meet the Police/ dentist/ firefighters The leaf thief The little red hen The very helpful hedgehog Bear snores on Leaf man	Room on the broom Arrrgh Spider Peace at last Santa Where the Wild Things Are Kipper's toybox The Jolly Christmas Postman	Snowy day – Ezra Jack Keats Penguin small The runaway wok The wolf's pancakes Lighthouse keeper's lunch Commotion in the ocean Go go pirate boat	Superworm Supertato Errol's Garden The enormous turnip Asper's Beanstalk Crunching munching caterpillar Dora's eggs	Blue Balloon Rocketmole The Spacesuit: How a seamstress helped put man on the moon	Smartest Giant in Town Farmer duck The tiger who came to tea Dear Zoo Rumble in the jungle Lucy and Tom at the seaside

	Can't you sleep little bear? We're going on a bear hunt Owl Babies					
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Familiar songs		
Linked to Little Wandle	Linked to Maths scheme	Nursery favourites
Hickory Dickory Dock	1 elephant went to play	Down in the Jungle
Row, row, row your boat	1 big hippo	I'm a little a teapot
Incy, wincy spider	1 potato, 2 potato	If you're happy and you know it
Grand old Duke of York	1, 2 buckle my shoe	Old Macdonald
1,2,3,4,5 once I caught a fish	2 little dickie birds	Horsie, horsie don't you stop
Hey diddle, diddle	3 blind mice	Dingle dangle scarecrow
Wheels on the bus	3 kittens	Up the tall white candle stick
A sailor went to sea	4 teddy bears	Little Bo Peep
Down at the station	5 Little Speckled frogs	10 in a bed
Polly had a dolly	5 little men in a flying saucer	
Round & Round the garden	5 Currant buns	
Twinkle, Twinkle Little star	5 little monkeys jumping on a bed	
Wind the Bobbin Up	5 Little Apples	
Jack & Jill	5 little ducks	
Pat a cake	5 fat sausages	
Mary, Mary quite contrary	5 cheeky monkeys	
Hickory Dickory Dock	5 fingers	
Row, row, row your boat	5 snowmen	
Baa, Baa black sheep	Sing a song of sixpence	
Humpty Dumpty	London bridge is falling down	
Hickory Dickory Dock	Ring -a – roses	
	Head, shoulders, knees & toes	
	Sleeping bunnies	
	Goldilocks and the house of the bears	
	I'm a little bean	
	Alice the camel	
	Zoom zoom zoom	