

Early Years Curriculum

Nursery

Our Lady of Victories
Primary School





Our Curriculum Goals

COMMUNICATION & LANGUAGE

Reflect the important role that VOCABULARY UNDERPINS during quality interactions.

Maintain back and forth INTERACTIONS during conversations.

BUILD FOUNDATIONS for communicating ideas and feelings.

Ensure all interactions are of a high QUALITY.

Enable a LANGUAGE-RICH ethos and environment.



PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

Enable children to LEAD and build STRONG relationships with others.

Embed FUNDAMENTAL skills that are essential for cognitive development.



Build strong, safe and SUPPORTIVE ATTACHMENTS.

SHAPE children to understand emotions and develop empathy.

PHYSICAL DEVELOPMENT

Ensure all children lead ACTIVE and HEALTHY lifestyles.

Offer SENSORY EXPLORATIONS to develop senses.

Build STRENGTH & CO-ORDINATION through an incremental approach to gross and fine motor development.

Develop POSITIONAL AWARENESS in different contexts.



LITERACY

Develop LANGUAGE COMPREHENSION through quality interactions.

Build independence and confidence when READING WORDS.

Explore and experience RHYMES, POEMS and SONGS.

Create quality times TOGETHER to share.

Teach the PRONUNCIATION AND ARTICULATION of words and phonemes.

Build ability to STRUCTURE speech before transcription.



MATHEMATICS

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Build a STRONG GROUNDING and understanding of number.

Teach ESSENTIAL skills for life.

Provide opportunities to EXCEL and deepen knowledge.

Teach the necessary BUILDING BLOCKS for Mathematical skills.

Become aware of the RELATIONSHIPS, PATTERNS AND CONNECTIONS.

UNDERSTANDING THE WORLD

Provide opportunities for GUIDING children to make sense of the world around them.

Learn about the COMMUNITY through first-hand EXPERIENCES.

Use our SENSES when exploring natural materials and phenomenon.

Teach and respect our DIVERSE world.



EXPRESSIVE ARTS & DESIGN

Enable opportunities for foster and develop children's IMAGINATION.

Support CREATIVITY.

Participate in SELF-EXPRESSION using the arts.

RESPOND TO AND OBSERVE a variety of artistic experiences.

Provide a wide range of MEDIA AND MATERIALS to use.





Long-Term Overview Curriculum Themes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	New beginnings	Sparkle & Shine	The world around me	This is how I feel	What is hiding in the garden?	Oh, the places you will go!
Nursery	Here I am!	Walking through the woodland	It's good to help	I am brave!	Creepy crawlies	Adventure time!
Reception	This is where I live	Exploring colour & light	Super me!	Let's show kindness	Down at the bottom of the garden	Down at the bottom of the sea

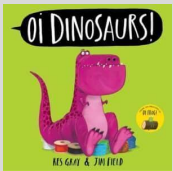
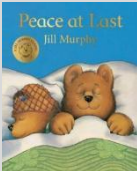
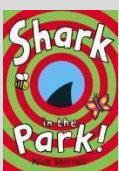
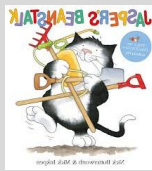
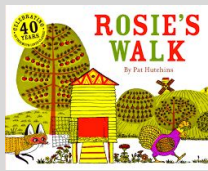
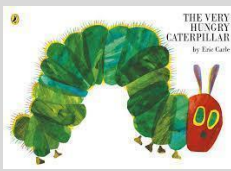
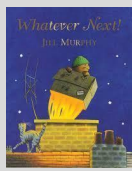
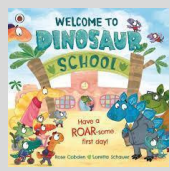
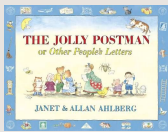
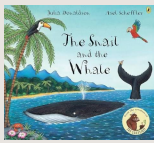
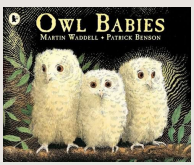
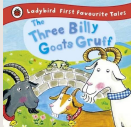
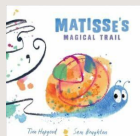
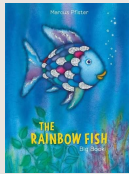
Our learning umbrella themes are run on a progressive programme across our Early Years Foundation Stage. Both Nursery and Reception follow the same themes.
Suitable challenge is carefully planned for all learning opportunities.



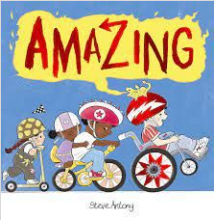
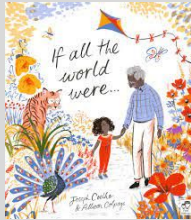
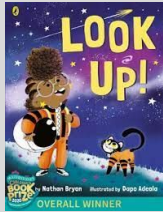
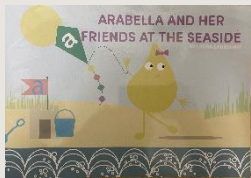
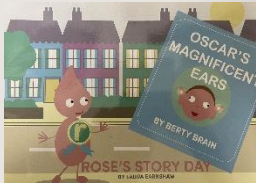
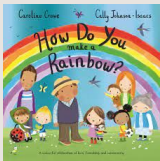
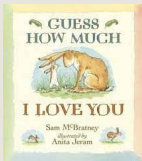
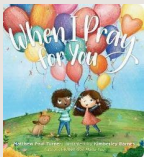
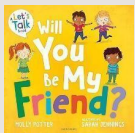
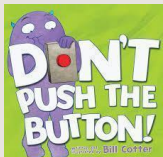
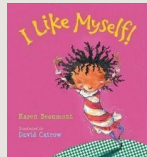
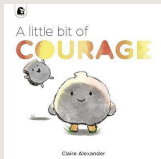
Nursery Reading Journey

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Theme	New beginnings	Sparkle & Shine	The world around me	This is how I feel	What is hiding in the garden?	Oh, the places you will go
Topic	Here I am!	Walking through the woodland	It's good to help!	I am brave!	Creepy Crawlies	Adventure time!
Topic Coverage	• Friendships • Key routines e.g. meal times / healthy food at lunchtime.	• Families • Day time and night time - what can we see in the sky e.g. stars, sun, moon etc. • Bedtime routines.	• People who help us	• Basic feelings: happy and sad. • What makes you feel this way? • Drawing happy / sad pictures. • The feeling of brave.	• Life cycles of plants • Minibeasts • Habitats of minibeasts	• Under the sea / sea creatures. • Transition
Festivals / Celebrations	• Harvest	• Bonfire Night • Advent • Christmas	• Pancake Day • Valentine's Day	• Easter • Mother's Day • World Book Day	• Father's Day • Eid	• Sports Day • Transition day
	Ongoing throughout the year = birthdays.					



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fantastic 3	   • Oi Dinosaurs • Peace at last • Lost and found		   • Shark in the park • Jasper's Beanstalk • Rosie's Walk		   • The very hungry caterpillar • Whatever next! • Welcome to dinosaur school	
Author Study	Axel Scheffler 		Nick Butterworth 		Jill Murphy 	
Rhyme & Poetry	Wind the bobbin up	Twinkle, Twinkle, Little Star	Incy Wincy Spider	5 little speckled frogs	There's a worm at the bottom of my garden	5 little men in a flying saucer
Drawing Club	Hello friend by Rebecca Cobb 	Can't you sleep little bear? By Martin Waddell 	The Jolly Postman by Janet and Allan Ahlberg 	Little Red Riding Hood - Traditional Tale 	The Tiny Seed by Eric Carle 	The Snail and the Whale by Julia Donaldson 
	Lunchtime by Rebecca Cobb 	Owl Babies by Martin Waddell 	People who help us by Rebecca Hunter 	The Three Billy Goats Gruff - Traditional Tale 	Matisse's Magic Trail by Sam Broughton 	Rainbow Fish by Marcus Pfister 



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
BAME / Diversity Texts						
My Happy Mind	<i>Children to settle into routines and learn about emotions: happy and sad.</i>	<u>Meet your brain</u> Berty & Betty's Play Date 	<u>Celebrate</u> Charlie's Rainbow Adventure 	<u>Appreciate</u> Arabella & her friends at the seaside 	<u>Relate</u> Rose's story day 	<u>Engage</u> Ernie's birthday tree 
Virtues to Live By	- Respect / Courtesy - Thankfulness 	- Hope - Patience 	- Faith - Simplicity 	- Charity - Forgiveness 	- Resilience & Perseverance - Kindness 	- Honesty - Service 
	- Love of learning - Citizenship 	- Prayer - Generosity 	- Friendship - Love of neighbour 	- Self-control - Reflection 	- Confidence - Trust 	- Courage - Wisdom 



Religious Education

Lighting the Path





R.E Curriculum

Below is the RE teaching overview for Nursery. All teaching follows the scheme: 'Lighting the Path' from the Leeds Diocese

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Creation and covenant	Prophecy and promise	Galilee to Jerusalem	Desert to garden	To the ends of the Earth	Dialogue and encounter
Objectives covered	- The first account of Creation (Genesis 1:1-5, 24-25) / (Genesis 1:26-27, 31) / (Genesis 1:28-31) - The sign of the cross. - God's Family (1 John 3:1)		- Wise Men from the East (Matthew 2:1-12) - The three gifts. - Jesus calls the first disciples (Mark 1:16-20) - The little children and Jesus (Mark 10:13-16) - Jesus feeds the five thousand (John 6:1-14)	- What is Lent? - Ash Wednesday - Giving things up (Lent) - Lent Traditions - Jesus enters Jerusalem (Luke 19:35-38) - The Lord's supper (Luke 22:17-20) - The day Jesus died (Luke 23:33-34, 46.) - The empty tomb. The angels' message (Luke 24:1-8) - The Easter Story	- The Ascension (Luke 24: 50-53) - Pentecost (Acts 2:1-4) - The fellowship of the believers (Acts 2:42-47) - The presentation in the Temple (Luke 2:22-38)	- Meeting a friend of Jesus - People in the Parish - Peter confesses Jesus as the Christ (Matthew 16:15-19) - Saint Paul, a friend of Jesus (Acts 9:1-12, 17-19) - Celebrating Shabbat - Salah - Helping people to pray



Virtues to Live by

As a school, we follow the scheme Virtues to Live by. Below is an overview of the virtues that are taught and when. We promote these virtues in all that way we do to ensure we are following in Jesus' footsteps.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Virtue Year A	Love of Learning	Prayer	Friendship	Self-control	Confidence	Courage
	Citizenships	Generosity	Love of Neighbour	Reflection	Trust	Wisdom
Virtue Year B	Respect / Courtesy	Hope	Faith	Love / Charity	Resilience / Perseverance	Honesty
	Thankfulness	Patience	Simplicity	Forgiveness	Kindness	Service



Communication & Language

(C&L)



Communication Friendly Settings
Early Years



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Training to Support Children's
Language and Learning



EYFS Statutory Educational Programme:

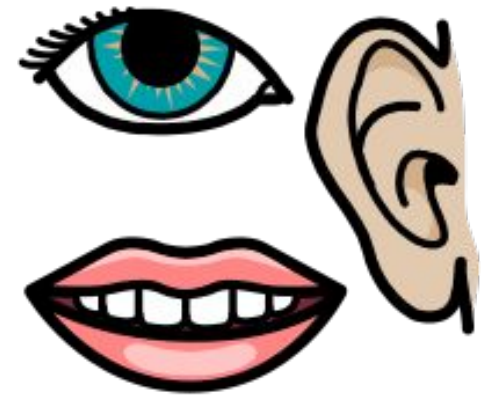
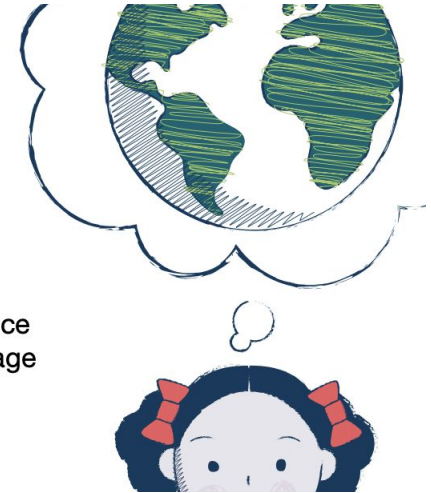
The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

 Department
for Education

Development Matters

Non-statutory curriculum guidance
for the early years foundation stage





Nursery (3 - 4 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of Nursery (3-4 year olds) and Checkpoints.
Listening, Attention & Understanding	Skills	3 year checkpoint = - Can the child shift from one task to another if you fully obtain their attention e.g. by using their name? - Can the child follow instructions with three key words like: 'can you wash dolly's face?' - Can the child show that they understand action words by pointing to the right picture in a book e.g. 'who's jumping?'	- Can find it difficult to pay attention to more than one thing at a time.	- Enjoy listening to longer stories and can remember much of what happens. - Understand a question or instruction that has two parts, such as 'get your coat and wait at the door'.	- Understand 'why' questions like: "why do you think the caterpillar got so fat?" 4 year checkpoint = - Can the child answer simple 'why' questions?



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Speaking	Skills	3 year checkpoint = - Can the child use around 300 words? These words include descriptive language. The include words for time, space and function. - Is the child linking up to 5 words together? - Is the child using pronouns (me, him, she) and using plurals and prepositions (in, on, under)?	- Uses longer sentences of four to six words. - Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', and 'swimmed' for 'swam'. - May have problems saying: some sounds: r, j, th, ch and sh / multisyllabic words such as 'pterodactyl' 'planetarium' or 'hippopotamus'. - Can start a conversation with an adult or friend and continue it for many turns.	- Use a wider range of vocabulary. - Knows many rhymes, be able to talk about familiar books, and be able to tell a long story. - Sing a large repertoire of songs. - Use talk to organise themselves and their play.	- Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. 4 year checkpoint = - Is the child using sentences of four to six words? - Can the child use sentences joined up with words like 'because', 'or', 'and'? - Is the child using the future and past tense?



Personal, Social & Emotional Development

(PSED)



EYFS Statutory Educational Programme:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

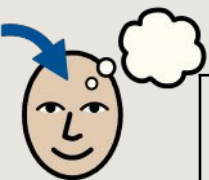
Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

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Self-regulation	Knowledge	Leuven scales of well-being and involvement. • Level 1 = extremely low • Level 2 = low • Level 3 = Moderate • Level 4 = high • Level 5 = extremely high	- Follow the Nursery routines e.g. tidy up time, expectations of play in each area. - Able to respond to routines: "Nursery stop, hands on top" to listen to the next routine. - Following transitions: tidy up, inside / outside, snack time, home time, teacher time. - Know about the importance of mealtimes and bedtime routines. - Know about the importance of healthy food. - Ability to talk about emotions: happy and sad and explain what makes them feel this way.	- Awareness of emotions: happy, sad, angry, worried. - Drawing pictures of happy and sad times. - Talking about feelings within daily situations and ability to recognise / name emotions of their peers and themselves.	- Able to follow all routines and expectations without any reminders. - Able to recall school rules: • Good sitting • Good looking • Good listening • Hands up • Choose it, use it, tidy it. - Transition into Reception class - adapting to the new rules / routines. - Ability to adapt behaviour to different situations e.g. the hall, lunchtimes, assemblies, transition into Reception class.



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Self-regulation	Skills	3 year checkpoint = - Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?	- Increasingly follow rules, understanding why they are important.	- Increasingly follow rules, understanding why they are important. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	- Remember rules without needing an adult to remind them. - Develop appropriate ways of being assertive.



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Managing Self	Knowledge	- Putting on coat independently. - Taking off their own coat. - Putting their coat on their peg. - Taking shoes on / off. - Taking wellies on / off.	- Putting on own waterproofs and wellies to access the garden daily. - Know about the importance of healthy food. - Ability to support self and explain key routines: bedtime, mealtimes. - Able to choose and use resources in provision. Know to "choose it, use it, tidy it." - Washing hands routine: before snack / lunch. Use of water first, then soap and then water again.	- Putting on own waterproofs and wellies to access the garden daily. - Know about the importance of healthy food. - Ability to support self and explain key routines: bedtime, mealtimes. - Able to choose and use resources in provision. Know to "choose it, use it, tidy it." - Washing hands routine: before snack / lunch. Use of water first, then soap and then water again. - Able to zip up own coat.	- Fully toilet trained. - Able to dress themselves independently: waterproofs, shoes, coat, jumper. - Able to ask to go to the toilet in different situations e.g. transition day.



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Managing Self	Skills	3 year checkpoint = Can the child settle to some activities for a while?	- Select and use activities and resources, with help when needed. - Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. - Make healthy choices about food, drink, activity and toothbrushing.	- Select and use activities and resources, with help when needed. - Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. - Make healthy choices about food, drink, activity and toothbrushing.	4 year checkpoint (Physical) = - Is the child reliably dry during the day?



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Building Relationships	Knowledge	- Awareness of names of adults and peers in classroom.	- Friendships built up with peers in class. - Talking about relationships with family members. - Comparing their family with a family of their peers.	- Being aware of different people who help us within the community and recognise how they can help. - Building up relationships with people who help us around school e.g. lollipop person, site manager, first aider, lunchtime supervisors (starting to attend the hall for lunchtimes). - Celebrating festivals with our peers and family: Pancake Day, Mother's Day, Easter, World Book Day.	- Transition into Reception class - building up new relationships with adults / children.



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Building Relationships	Skills	2 - 3 year checkpoint = - Does the child start to enjoy the company of other children and want to play with them? 3 year checkpoint = - Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?	- Develop their sense of responsibility and membership of a community. - Play with one or more other children, extending and elaborating play ideas.	- Become more outgoing with unfamiliar people, in the safe context of their setting. - Talk with others to solve conflicts. - Understand gradually how others might be feeling.	- Show more confidence in new social situations. - Find solutions to conflicts and rivalries. 4 year checkpoint = - Does the child play alongside others or do they always want to be alone? - Does the child take part in pretend play (e.g. being mummy or daddy)? - Does the child take part in other pretend play with different roles - e.g. being the Gruffalo? - Can the child generally negotiate solutions to conflicts in their play?



Physical Development

(PD)



EYFS Statutory Educational Programme:

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

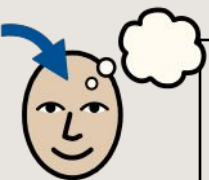
By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

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Nursery (3 - 4 years)

Nursery (3 - 4 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of Nursery (3-4 year olds) and Checkpoints.
Gross Motor Skills	Knowledge	- Access to the garden and exploration of climbing equipment: slide / trim-trail. - Ability to climb steps using alternate feet. - Catch a large ball (football size) in pairs (adult-child or child-child). - Pedal a tricycle around the road independently. - Teach learning behaviours - Supersonic sitting rules. • Tummy near table, back and bottom to chair, six feet on the floor.	- Daily gross motor movement sessions (also including with scarves). - Large scale mark-making: painting easel, large paper on the floor, paint brushes etc - link to pre-writing shapes. - Collaborative learning with peers and adults to transport items / tidy items away e.g. large wooden blocks, planks of wood.	- Learn how to ride a scooter - dominant and non-dominant foot. - Balance bikes: ability to lift legs by tucking them up and spreading them out horizontally ("aeroplane"). - Control with a ball: rolling, throwing, kicking. - Team ball games. - Ability to sit appropriately using learning behaviours when engaging with a task at a table. - Appropriate differentiated learning to meet gross motor skills. - Ability to move in different ways: run, walk, jump, tip-toe, crawl.	- Learn how to hop. - Learn how to skip. - Develop ability to balance on one leg. - Play 'musical statues' to practice balance and coordination. - Engage in music & movement sessions weekly.



Nursery (3 - 4 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of Nursery (3-4 year olds) and Checkpoints.
Gross Motor Skills	Skills	- Walk, run, jump and climb - and start to use the stairs independently. 2 year checkpoint = - Can the toddler run well, kick a ball, and jump with both feet off the ground at the same time? 3 year checkpoint = - Can the child climb confidently, catch a large ball and pedal a tricycle? - Can the child sit comfortably on chairs?	- Go up steps and stairs, or climb up apparatus, using alternate feet. - Use large-muscle movements to wave flags and streamers, paint and make marks. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	- Continue to develop their movement balancing, riding (scooters, trikes and bikes) and ball skills. - Start taking part in some group activities which they make up for themselves, or in teams. - Match their developing physical skills to tasks and activities in the setting.	- Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.



Nursery (3 - 4 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of Nursery (3-4 year olds) and Checkpoints.
Fine Motor Skills	Knowledge	- Use a range of tools in classroom: mark-making, paint brushes, glue sticks. - Able to zip their own coats (up and down) and/or do buttons on their coat / t-shirt. - Pour their own drink at snack time into a cup (water available in a cup) in a group. - Able to access the toilet daily. Know how to close the door and flush the toilet. - Able to feed themselves at snack time / lunch time. - Put on and take off their own coat / shoes. - Routine of getting changed to access the garden: waterproofs / wellies.	<i>Baseline continued.</i> - 30 hour child: teach them how to use a knife and fork at lunch time. - Snack time: use cutlery when appropriate. - Knowledge of how to brush their own teeth and why this is important. Know how many times a day we need to brush our teeth and how this is part of our daily routines: morning and night time. - Knowledge of routines e.g. getting up and going to bed: independence in skills - washing face, brushing hair, putting on own clothes. - Knowledge of healthy foods. Able to recognise healthy / unhealthy foods.	- Scissor skills: straight lines than curved lines. - Scissor skills assessment / progression from assisted scissors to making snips to cutting along a line. - Correct brush strokes with a paintbrush: back and forth with a gradual tilt at the wrist movement.	- Tripod pencil grip: nip it, flip it, grip it. - Continuation of learning behaviours for sitting when writing.



Nursery (3 - 4 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of Nursery (3-4 year olds) and Checkpoints.
Fine Motor Skills	Skills	- Explore different materials and tools. - Use large and small motor skills to do things independently e.g. manage buttons and zips, and pour drinks. - Show an increasing desire to be independent such as wanting to feed themselves and dress or undress. - Learn to use the toilet with help, and then independently.	- Choose the right resources to carry out their own plan. - Start to eat independently and learning how to use a knife and fork. - Show a preference for a dominant hand. - Be increasingly independent as they get dressed and undressed e.g. putting on coats and doing up zips. - Be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. - Make healthy choices about food, drink, activity and toothbrushing.	- Use one-handed tools and equipment e.g. making snips in paper with scissors.	- Use a comfortable grip with good control when holding pens and pencils.



Literacy

(L)



EYFS Statutory Educational Programme:

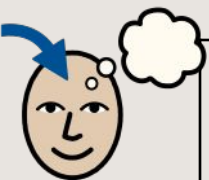
It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them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

 Department
for Education

Development Matters

Non-statutory curriculum guidance
for the early years foundation stage



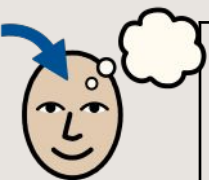


Nursery (3 - 4 years)

Nursery (3 - 4 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of Nursery (3-4 year olds) and Checkpoints.
Comprehension	Knowledge	- Daily story session. - Books available in all areas of provision (inside and outside) and opportunities for adults / children to engage with these during provision time. - Discussion about pictures in books. - Repetition of same books "Fantastic 3" to enable children to build up favourite stories. - Nursery rhyme focus (one per week) which is in the reading area in class. - Key story as part of Drawing Club (over 3 weeks) to develop knowledge of story and props available in provision to retell.	- Daily story session. - Books available in all areas of provision (inside and outside) and opportunities for adults / children to engage with these during provision time. - Discussion about pictures in books. - Repetition of same books "Fantastic 3" to enable children to build up favourite stories. - Nursery rhyme focus (one per week) which is in the reading area in class. - Key story as part of Drawing Club (over 3 weeks) to develop knowledge of story and props available in provision to retell.	- Discuss stories in more detail. - Ask questions about stories: who, what, where, when? - Key vocabulary to be revisited as part of Drawing Club (6 words per book). - Children to be able to explain the key vocabulary. - Daily story sessions.	- Children to talk about the stories using the key vocabulary. - Children to be able to ask questions about the book to find out more information. - Children to be able to answer questions about the book: who, what, where, when? - Daily story sessions.



Nursery (3 - 4 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of Nursery (3-4 year olds) and Checkpoints.
Comprehension	Skills	- Enjoy sharing books with an adult. - Pay attention and responds to the pictures or the words. - Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. - Repeat words and phrases from familiar stories. - Ask questions about the book. Makes comments and shares their own ideas. - Develop play around favourite stories using props. - Sing songs and say rhymes independently.	- Enjoy sharing books with an adult. - Pay attention and responds to the pictures or the words. - Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. - Repeat words and phrases from familiar stories. - Ask questions about the book. Makes comments and shares their own ideas. - Develop play around favourite stories using props. - Sing songs and say rhymes independently.	- Engage in extended conversations about stories, learning new vocabulary.	- Engage in extended conversations about stories, learning new vocabulary.



Nursery (3 - 4 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of Nursery (3-4 year olds) and Checkpoints.
Word Reading	Knowledge	- Familiar logo display in the classroom. - Children to recognise familiar logos that they are exposed to in daily life and the local environment. - Highlight print in the classroom e.g. name cards, numbers, school logo.	- Know how we hold a book the correct way. - Be able to point to the title of a book. - Be able to name the title of the story that they are focusing on in Drawing Club. - Be able to turn pages one at a time from right to left. - Be able to sequence 2 / 3 pictures from a story. - Know the vocabulary: beginning, middle and end when sequencing images.	- Be able to point to the title of a book. - Be able to name the title of the story that they are focusing on in Drawing Club. - Be able to turn pages one at a time from right to left. - Be able to sequence 2 / 3 pictures from a story. - Know the vocabulary: beginning, middle and end when sequencing images. - Clap syllables in words and their name (register time). - Be able to recall 2 / 3 rhyming words. - Say some initial sounds.	- Be able to point to the title of a book. - Be able to name the title of the story that they are focusing on in Drawing Club. - Be able to turn pages one at a time from right to left. - Be able to sequence 2 / 3 pictures from a story. - Know the vocabulary: beginning, middle and end when sequencing images. - Clap syllables in words and their name (register time). - Be able to recall 2 / 3 rhyming words. - Be able to hear and say initial sounds in words.



Nursery (3 - 4 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of Nursery (3-4 year olds) and Checkpoints.
Word Reading	Skills	- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	- Understand the five key concepts about print: print has meaning / print can have different purposes / we read English text from left to right and from top to bottom / the names of the different parts of the book / page sequencing.	- Understand the five key concepts about print: print has meaning / print can have different purposes / we read English text from left to right and from top to bottom / the names of the different parts of the book / page sequencing. - Develop their phonological awareness, so that they can: spot and suggest rhymes / count or clap syllables in a word / recognise words with the same initial sound, such as money and mother.	- Understand the five key concepts about print: print has meaning / print can have different purposes / we read English text from left to right and from top to bottom / the names of the different parts of the book / page sequencing. - Develop their phonological awareness, so that they can: spot and suggest rhymes / count or clap syllables in a word / recognise words with the same initial sound, such as money and mother.



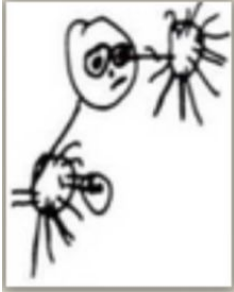
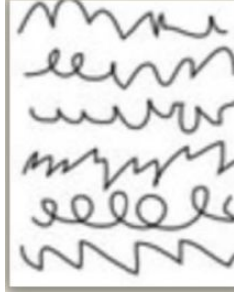
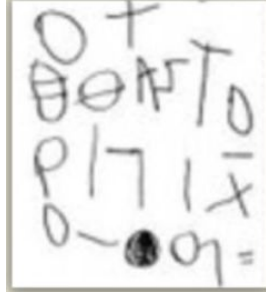
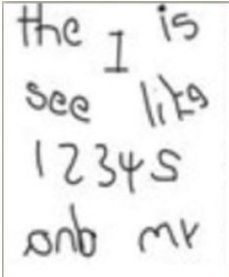
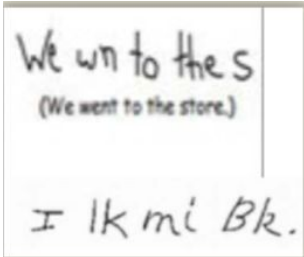
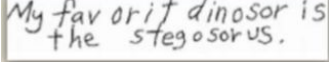
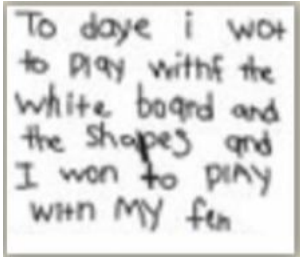
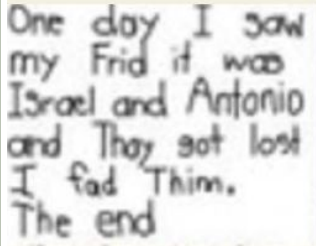
Nursery (3 - 4 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of Nursery (3-4 year olds) and Checkpoints.
Writing	Knowledge	- Able to select mark-making equipment and explore drawing freely. - Talk about their pictures and the marks that they make. - Ask children to represent their name e.g. give marks. - Daily teaching and exposure to pre-writing shapes (progressive).	- Able to select mark-making equipment and explore drawing freely. - Talk about their pictures and the marks that they make. - Ask children to represent their name e.g. give marks. - Build their name using a name card as support. - Start to write their name using name card as support, one letter at a time. - Correct formation of letters - using Supersonic Phonic Friends.	- Write their name using their name card as support. - Make letter shapes and give meaning to these. - Development of pre-writing shapes. - Meaning to drawings and mark-making of letter shapes to go alongside drawing.	- Write their name without a name card. - Begin to represent initial sounds using letters. - Make letter shapes and give meaning to these. - Development of pre-writing shapes. - Meaning to drawings and mark-making of letter shapes to go alongside drawing.



Nursery (3 - 4 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of Nursery (3-4 year olds) and Checkpoints.
Writing	Skills	- Enjoys drawing freely. - Add some marks to their drawings, which they give meaning to. - Make marks on their picture to stand for their name.	- Enjoys drawing freely. - Add some marks to their drawings, which they give meaning to. - Make marks on their picture to stand for their name. - Write some or all of their name. - Write some letters accurately.	- Use some of their print and letter knowledge in their early writing. - Write some or all of their name. - Write some letters accurately.	- Use some of their print and letter knowledge in their early writing. - Write some or all of their name. - Write some letters accurately.

Pre-writing

Letter Shapes

	Pictures	Random scribble	Scribble writing	Symbols	Random letters	Letter strings
Typical writing progression	Picture tells a story to convey message 	Starting point at any point of paper 	Progression is from left to right 	Symbols that represent letters 	Letters have no relationship 	Letter strings move from L to R and move 
	Environmental Print	Letter Name Stage	Early Developmental Spelling	Syllables Represented	Inventive Spelling	Transitional Spelling
	Awareness of print, copied from surroundings 	Beginning and ending letters are used to represent words 	Vowel sounds appear Evidence of tricky words 	A child hears beginning, middle and end sounds. 	Whole sentence writing develops, spaces in between words 	Multiple related sentences with many words spelled correctly, 



Phonics

Supersonic Phonic Friends

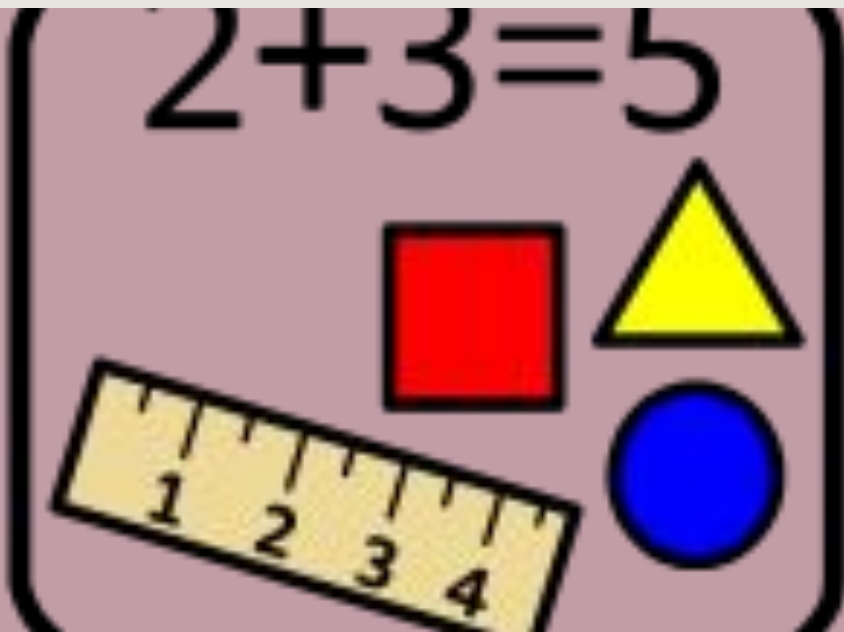


	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Nursery						
Ongoing throughout the year in Nursery: • Exposure to initial sounds / oral blending and segmenting.						
Reception	Basics 2	Basics 2	Basics 3	Basics 3		
Ongoing throughout the year in Reception: • Exposure to initial sounds / oral blending and segmenting. • Consolidation of Firm Foundations.						



Mathematics

(M)



EYFS Statutory Educational Programme:

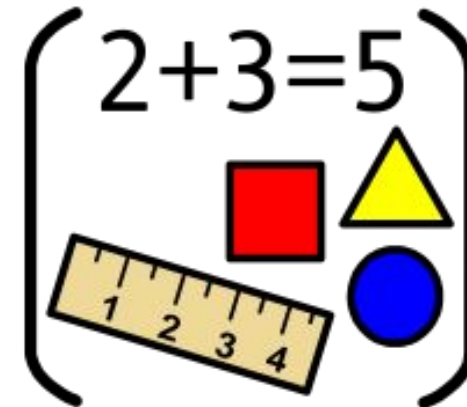
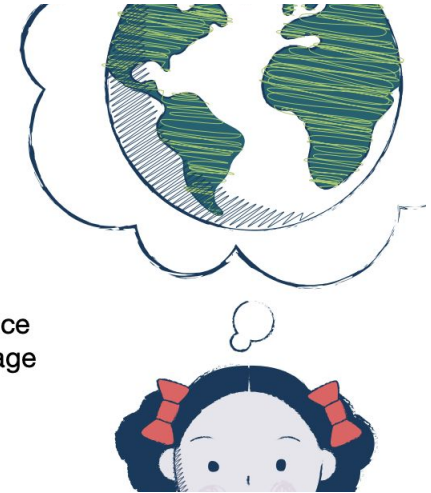
Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Development Matters

Non-statutory curriculum guidance
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Maths Teaching Sequence

Nursery



- Subitising to be taught throughout the year.

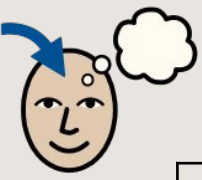
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	Settling in		Shape, Space and Measures 1 <i>Explore and build with shapes and objects</i>		Shape, Space and Measures 2 <i>Explore position and space</i>		Comparison 1 <i>More than, fewer than, same</i>		Comparison 2 <i>Compare and sort collections</i>		Pattern 1 <i>Explore repeats</i>		Pattern 2 <i>Join in with repeats</i>		Shape, Space and Measures 5 <i>Start to puzzle</i>
Spring	Settling in	Counting 1 <i>Hear and say number names</i>		Counting 2 <i>Begin to order number names</i>		Pattern 3 <i>Explore patterns</i>		Pattern 4 <i>Lead on own repeats</i>		Shape, Space and Measures 3 <i>Explore position and routes</i>					
Summer	Counting 3 <i>Move and label 1, 2, 3</i>		Counting 4 <i>Take and give 1, 2, 3</i>		Comparison 3 <i>Match, sort, compare</i>		Pattern 5 <i>Making patterns together</i>		Pattern 6 <i>My own pattern</i>		Shape, Space and Measures 4 <i>Match, talk, push and pull</i>		Consolidation		



Nursery (3 - 4 years)	End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of Nursery (3-4 year olds) and Checkpoints.
Number Knowledge	- Join in with number songs using fingers e.g. 5 little speckled frogs, 5 currant buns, 5 little ducks, 5 little men in a flying saucer etc. - Use number language in play. - Counting objects in play e.g. how many candles do you need on your cake?	<i>Daily routines of counting.</i> <i>Adults to model counting up to 3 (pre-teach for Spring Term).</i> <i>Adults to highlight subitising to 3 (pre-teach for Spring Term).</i>	- Hear some number names. - Join in saying some number names. - Model and practise saying number names in order. - Join in stable order counting forwards. - Join in stable order counting backwards. - Model saying 1, 2, 3 in play. - Copy the sequence of 1, 2, 3. - Copy fingers to represent 1, 2, 3. - Begin to count actions. - Say number names in order. - Begin to recognise that anything can be counted.	- Make actions when saying counting words. - Move fingers when saying counting words. - Count out up to 3 objects from rhymes. - Notice number symbols as labels. - Label amounts as 1 and not 1. - Label amounts as 1, 2, 3. - Choose a group to count. - Take out 2 from a group. - Take out 3 from a group. - Give others 2 items. - Give others 3 items. - Count 3 objects with one-to-one correspondence.



Nursery (3 - 4 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of Nursery (3-4 year olds) and Checkpoints.
Number	Skills	- Take part in finger rhymes with numbers. - Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	- Recite numbers past 5. - Show 'finger numbers' up to 5.	- Say one number for each item in order: 1, 2, 3, 4, 5. - Know the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - Experiment with their own symbols and marks as well as numerals.	- Fast recognition of up to 3 objects, without having to count them individually ('subitising'). - Link numerals and amounts. - Solve real world mathematical problems with numbers up to 5.



Nursery (3 - 4 years)	End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of Nursery (3-4 year olds) and Checkpoints.
Numerical Patterns Knowledge	- Use language of more when an adult adds an object to an amount e.g. handing out buttons the adult and child say "more". - When playing in provision, adults to use and model the language of 'lots', 'more' or 'the same'. - Opportunities to count objects throughout the day e.g. "1, 2 ... 2 wellies.", "1, 2, 3 ... 3 cups." - Recognising patterns in the environment e.g. stripy, flower pattern, spotty pattern, checked pattern. Adult to highlight this to the children.	- Collect objects to compare amounts. - Make simple comparisons of amounts. - Look for collections of large and small amounts. - Compare and talk about large and small amounts. - Make large and small collections. - Make collections the same. - Notice when two collections are the same. - Make collections of small / large objects the same. - Recognise two collections are the same using large and small objects. - Make collections the same using large and small objects. - Sort and talk about their own collections.	<i>Consolidation of Autumn Term.</i>	- Compare up to 5 different objects. - Compare by matching. - Make the same set by matching. - Match by type. - Recognise attributes of objects. - Begin to sort some objects to a type.



Nursery (3 - 4 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of Nursery (3-4 year olds) and Checkpoints.
Numerical Patterns	Skills	- React to changes of amount in a group of up to three items. - Compare amounts saying 'lots', 'more' or 'same'. - Count in everyday contexts, sometimes skipping numbers - 1 - 2 - 3 - 5. - Notice patterns and arrange things in patterns.	- Compare quantities using language 'more than', 'fewer than'. - Talk about and identifies the patterns around them.	- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then' ... - Compare quantities using language 'more than', 'fewer than'.	- Notice patterns and arrange things in patterns. - Talk about and identifies the patterns around them. - Create ABAB patterns. - Extend ABAB patterns. - Notice and correct an error in a repeating pattern.

 Nursery (3 - 4 years)	End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of Nursery (3-4 year olds) and Checkpoints.
Shape, Space & Measures Knowledge	- Names of 2D shapes (square, circle, rectangle, triangle, star, heart, oval). - Ability to match 2D shapes when shown a given shape. - Complete a shape sorter by posting the correct shapes. - Complete a 4 piece jigsaw.	- Explore and play with shapes. - Show interest in simple differences between shapes. - Put shapes and blocks into position. - Select shapes for a reason. - Begin to explore and describe natural shapes and objects. - Find and collect objects for a purpose. - Respond to simple languages of position. - Arrange blocks in a chosen position. - Select shapes for a space. - Recognise when 2 objects are the same. - Explore and describe shapes and objects. - Sort shapes and objects into simple categories. - Complete shape-match puzzles. - Complete simple jigsaws. - Match objects to pictures. - Match objects to shadows. - Explore objects and small world from different positions. - Make simple routes in small world with lines and curves. - Listen to repeats in songs and stories. - Start to join in with songs with repeats / stories. - Clap along to songs. - Make line patterns with own sequences. - Choose blocks to build roads and towers. - Join in with repeated actions in songs / stories. - Sing some refrains independently. - Have a sense of daily routines. - Say what happens next. - Make arrangements in art.	- Explain simple pattern arrangements. - Make roads and bridges with intent. - Choose blocks to copy simple creations. - Make simple line patterns with objects. - Make simple pattern arrangements. - Show an interest in patterns and shapes. - Join in fully with sequences and songs. - Sing rhymes independently. - Lead sequences and songs. - Read on in familiar repeating stories. - Copy art-based simple patterns. - Explore own line and repeating patterns in art. - Explore shape resources. - Explore more complex inset jigsaws. - Talk about shape positions. - Move into simple positions. - Move through positions. - Follow simple small-world routes.	- Sing their own songs independently. - Clap in time to a beat. - Make and talk about movement patterns. - Talk about objects in patterns and arrangements. - Copy and continue AB patterns with support. - Continue AB patterns. - Create their own AB patterns. - Notice an error in a pattern. - Build constructions with simple enclosures. - Copy simple repeated constructions. - Begin to sequence some events. - Match simple shapes. - Push some shapes and blocks together. - Make simple arrangements. - Talk about arrangements. - Follow simple routes outside. - Follow toys around a simple route.



Nursery (3 - 4 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of Nursery (3-4 year olds) and Checkpoints.
Shape, Space & Measures	Skills	- Climb and squeezing selves into different types of spaces. - Build with a range of resources. - Complete inset puzzles. - Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy',	- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones - an arch, a bigger triangle etc.	- Understand position through words alone. - Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'.	



Understanding the world

(UTW)



EYFS Statutory Educational Programme:

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

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for the early years foundation stage





Nursery (3 - 4 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of Nursery (3-4 year olds) and Checkpoints.
Past and Present	Knowledge	- Know who their family members are. - Recognition of family members (their own and peers) at drop off / picking up routines.	- Know who is a part of their family and talk about their family members. - Know how their family's have developed e.g. grandparents, parents, children. - Look at pictures of when they were a baby to how old they are now (chronology).	- Awareness of people who help us within our community: • Firefighters • Police • Doctors / nurses • Dentist • Hairdressers • Vets • Lollipop person. - Able to explain what jobs people do and have visits from some people who help us. - Recognise who helps us in school. - What job would they like to be when they are older?	<i>Consolidation of knowledge.</i>



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Past and Present	Skills	- Make connections between the features of their family and other families.	- Begin to make sense of their own life - story and family's history.	- Show interest in different occupations.	<i>Consolidation of skills.</i>



Nursery (3 - 4 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of Nursery (3-4 year olds) and Checkpoints.
People, Culture and Communities	Knowledge	- Recognising differences between themselves and others: gender, colours of features (hair, eyes, skin). - Knowing that we are a Nursery family and all are welcome and all belong.	<i>Consolidation of knowledge</i>	<i>Consolidation of knowledge</i>	- Awareness of different faiths and cultures: Muslim / Christianity. - Images of holidays: different places that we can go. - Looking at what animals we say under the sea in different countries e.g. locally / countries abroad.



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People, Culture and Communities	Skills	- Notice differences between people.	- Continue to develop positive attitudes about the differences between people. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	- Continue to develop positive attitudes about the differences between people.	- Continue to develop positive attitudes about the differences between people. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.



Nursery (3 - 4 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of Nursery (3-4 year olds) and Checkpoints.
The Natural World	Knowledge	- Looking at different natural objects and naming them. - Exploring natural objects outside e.g. sticks, stones, willow, sand. - Explore different weathers e.g. splashing in puddles, throwing stones into puddles when it rains. - Explore all weathers in the garden.	- Explore natural materials e.g. signs of Autumn. - Looking at different materials linked to Autumn and Harvest. - Explore the forces: pushing items into water e.g. playing with a boat in the bath. stretching dough, snapping a twig, magnets (magnetic / not magnetic).	- Talk about seasonal change from Autumn to Spring - what they can see e.g. change in colour of leaves, growth of plants / new life. - Explore cooking e.g. pancakes, buns for Mothers day. - Melting: ice to water. - Exploring how things work e.g. wind-up toys, pulleys, cogs, peg boards.	- Life cycle of a bean. - Life cycle of minibeast (tadpoles). - Gardening - caring for the plants in the garden - watering them and watching them grow. - Caring for the minibeasts - creating habitats in the garden e.g. bug hotel. - Picking up rubbish e.g. no rubbish in the ocean as this can harm the sea creatures.



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The Natural World	Skills	- Explore materials with different properties. - Explore natural materials, indoors and outside. - Repeat actions that have an effect. - Explore and respond to different natural phenomena.	- Use all their senses in hands-on exploration or natural materials. - Explore collections of materials with similar and/or different properties. - Explore and talk about different forces they feel.	- Talk about what they see, using a wide vocabulary. - Explore how things work. - Talk about the differences between materials and changes they notice.	- Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant and an animal. - Begin to understand the need to respect and care for the natural environment and all living things.



Expressive arts & design

(EAD)



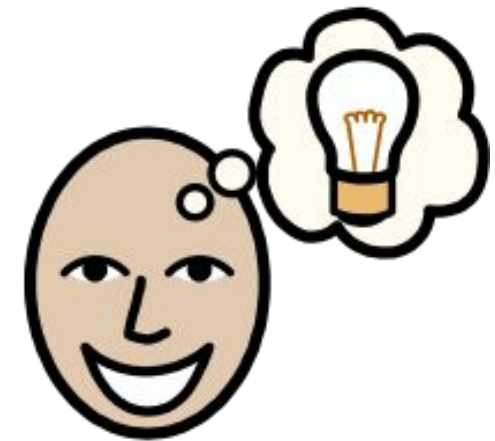
EYFS Statutory Educational Programme:

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

 Department
for Education

Development Matters

Non-statutory curriculum guidance
for the early years foundation stage





Nursery (3 - 4 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of Nursery (3-4 year olds) and Checkpoints.
Creating with Materials	Knowledge	- Exploring the provision to mark-make using a range of materials. - Painting experiences: using brushes, finger paint, explore painting with their hands / feet = body exploration. - Children explaining what they have drawn and how this makes them feel. - Exploring the creative area independently.	- Explore using glue and masking tape to join materials together (e.g. material onto cardboard boxes). - Explore mark-making on different scales: • Large roll of paper • Boxes • Different surfaces e.g. paving, floor, tabletop, easel. - Encouraging children to draw using their own ideas and their imagination.	- Explore using different materials to join pieces together e.g. paperclips and split pin fasteners. - Children to accept ideas from adults how to add further detail to their drawings by pointing out key features and discussing their initial drawings e.g. adding further body parts when drawing a person. - Develop children's mark-making and model making by spending extended time in the creative area - child led ideas. - Consider what children would like to make before they begin.	- Children to explore their own ideas of what to make as well as considering ideas from adults. - Talk to the children about the differences between colours and explain how colours can change from one to another. - Have resources available for children to explore colour mixing.



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Creating with Materials	Skills	- Start to make marks intentionally. - Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. - Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. - Explore different materials, using all their senses to investigate them. - Manipulate and play with different materials. - Make simple models which express their ideas.	- Join different materials and explore different textures. - Use drawing to represent ideas like movement or loud noises. - Explore different materials freely, in order to develop their ideas about how to use them and what to make.	- Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. - Join different materials and explore different textures.	- Develop their own ideas and then decide which materials to use to express them. - Explore colour and colour-mixing.



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Being Imaginative and Expressive	Knowledge	- Children have the opportunity to engage in movement and music sessions - move in their own ways and stop when the music stops. - Explore different ways of using their voice: • Dynamics (loud / quiet) • Temp (fast / slow) • Pitch (high / low) - Explore different sounds they can make with their voices. - Include songs as part of key routines e.g. making a circle, lining up, snack time, washing hands. Children to learn these songs and join in. - Explore objects to make sounds with.	- Have a selection of natural materials within the home corner e.g pinecones to be used to represent food in pans. - Engage in active listening activities to enable children to notice how they listen whilst engaged in an activity e.g. when moving / drawing. - Sing a range of nursery rhyme songs and teach the children the correct pitch to match. - Daily singing of Nursery Rhymes.	- Use of open-ended resources to be used as part of small world play for children to explore. - Play a selection of music from different cultures and historical periods and discuss these. How do they make the children feel? What can you see? - Play sound-matching games. - Teach songs in step-by-step guides to enable children to hear the correct pitch and words and join in. - Take part in the Nursery Rhyme Challenge. - Have a wide selection of instruments for the children to play.	- Provide lots of open-ended and flexible resources within the role-play and small world areas (progressed as the year goes on). - Children to develop their own songs and perform these to their peers.



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Being Imaginative and Expressive	Skills	- Move and dance to music. - Explore their voices and enjoy making sounds. - Joins in with songs and rhymes, making some sounds. - Explore a range of sound-makers and instruments and play them in different ways. - Enjoy and take part in action songs. - Start to develop pretend play, pretending that one object represents another.	- Take part in simple pretend play, using an object to represent something else even though they are not similar. - Listen with increased attention to sounds. - Sing the pitch of a tone sung by another person ('pitch match').	- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. - Respond to what they have heard, expressing their thoughts and feelings. - Remember and sing entire songs. - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Play instruments with increasing control to express their feelings and ideas.	- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - Create their own songs, or improvise a song around one they know.