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| Macintosh HD:Users:Macmurray:Desktop:King Street Logos:final-white.jpg**EYFS Pre-School Curriculum Planning**Macintosh HD:Users:Macmurray:Desktop:King Street Logos:final-white.jpg | | | | | | | | | | | | | | | | | | | | |
| **Autumn Term 1** | | | **Autumn Term 2** | | | | **Spring Term 1** | | | | **Spring Term 2** | | | **Summer Term 1** | | | **Summer Term 2** | | | |
| **Overarching EYFS Unit themes** | | | | | | | | | | | | | | | | | | | | |
| **6th September – 21st October**  **(7 weeks)** | | | **29th October – 20th December**  **(8 weeks)** | | | | **January 5th – February 17th**  **(7 weeks)** | | | | **February 27th – March 31st**  **(5 weeks)** | | | **17th April – 25th May**  **(6 weeks)** | | | **June 5th – July 20th**  **(7 weeks)** | | | |
| This is Me!  Autumn Days | | | In the town where I was born  It’s Christmas! | | | | Cold as Ice  All you need is love! | | | | Here comes the sun!  Easter | | | Ticket to Ride  Good to Grow | | | Awesome Animals  Oh, I do like to be beside the seaside! | | | |
| Themed Week: Space Week | | | Themed Week:  World Nursery Rhyme Week | | | | Themed Week: | | | | Themed Week: Science | | | Themed Week:  International | | | Themed Week: Fit for the Future | | | |
| Key dates to mention | | | | | | | | | | | | | | | | | | | | |
| * Sept - Harvest * **23rd September – First day of Autumn** * Oct - Black History Month * 4th-10th Oct – Space Week * 14th Nov King Charles Birthday | | | * 31st Oct - Halloween * 5th Nov - Bonfire Night * 11th Nov -Remembrance Day * 14th November – World Nursery Rhyme Week * 18th November – Children in Need * 30th Nov - St. Andrew's Day * **21st December – First day of Winter** * 25th Dec - Christmas | | | | * 1st Jan - New Year * 22nd January – Lunar/Chinese New Year (Rabbit) * 14th Feb - Valentine's Day * 21st February – Shrove Tuesday | | | | * 1st Mar - St David's Day * 2nd Mar - World Book Day * 17th Mar - St Patrick's Day * 18th Mar – Comic Relief * **20th Mar – First day of Spring** * 19th March - Mother's Day * 1st Apr - April Fools' Day * 9th April - Easter | | | * 21st April – HRH Queen's Birthday * 23rd April - St. George's Day * 6th May King’s Coronation | | | * Pride Month * 12th Jun –HRH Queen's official Birthday * 18th Jun - Father's Day * **21st Jun - Summer Solstice (First day of Summer)** | | | |
| **Communication and Language** | | | | | | | | | | | | | | | | | | | | |
| The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and **quality of the conversations** they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary** added, practitioners will build children's language effectively. **Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems**, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children share their ideas with support and **modelling from their teacher**, and **sensitive questioning** that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. | | | | | | | | | | | | | | | | | | | | |
| Diagram  Description automatically generated | | | | | | | | | Core Tasks  Family Group Time – turn-taking, speaking etc.  Read stories with repeated refrains and rhyme.  Word Aware/Greg Bottrill Vocabulary Development (Magic Hat)  Performance poetry (Poetry Basket)  Fruit/Milk time – using questions, “would you like a pear or an apple?” Using good manners, “yes please/no thank you”  Listening games eg. Shopping lists | | | | | | | | | | | |
| **Autumn Term 1** | | | **Autumn Term 2** | | | | **Spring Term 1** | | | | **Spring Term 2** | | | **Summer Term 1** | | | **Summer Term 2** | | | |
| * Generally, focus on an activity of their own choice and find it difficult to be directed by an adult. * Listen to other people’s talk with interest, but can easily be distracted by other things. * Can become frustrated when they can’t make themselves understood. | * Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. * Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’ | | | | * Use the speech sounds p, b, m, w. | | | | * Are usually still learning to pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as ‘banana’ and ‘computer’ | | | * Listen to simple stories and understand what is happening, with the help of the pictures. * Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. * Can describe what is happening, express ideas and start conversation. * Generally uses pronouns correctly. * Asks lots of questions. | | | * Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. * Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). * Communication is developing but may have problems with irregular tenses and plurals. May have problems pronouncing the phonemes r, j, th, w, ch and sh. * Talks to themselves when playing (using language to think) and speaks differently in different contexts (apparent in imaginative play). | | | |
| **End of Pre-School Expectations:**   * **To focus your attention for short periods of time such as for listening to a story, rhyme or game.** * **To retell a story using props** * **To understand simple instructions and questions such as “where is the blue car?” or “put your coat on the peg”.** * **To interact with others, communicate your wants and needs, and begin to make friends.** * **To understand that your words have meaning and use a range of age-appropriate vocabulary and speak in short phrases and simple sentences of at least4-6 words.** * **To show good manners by using phrases like “please” and “thank you”.** | | | | | | | | | | | | | | | | | | | | |
| **Personal, Social and Emotional Development – Self-Regulation, managing self, building relationships** | | | | | | | | | | | | | | | | | | | | |
| 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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| **Autumn Term 1** | | | **Autumn Term 2** | | | | **Spring Term 1** | | | | **Spring Term 2** | | | **Summer Term 1** | | | **Summer Term 2** | | | |
| * Find ways to calm themselves, through being calmed and comforted by their key person. * Find ways of managing transitions, for example from their parent to their key person. | | | * Express preferences and decisions. They also try new things and start establishing their autonomy. * Look for clues about how to respond to something interesting. * Develop friendships with other children. | | | | * Establish their sense of self. Feel strong enough to express a range of emotions. * Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. * Be increasingly able to talk about and manage their emotions. | | | | * Engage with others through gestures, gaze and talk. * Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. * Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. | | | * Thrive as they develop self-assurance. * Grow in independence, rejecting help (“me do it”). * Sometimes this leads to feelings of frustration and tantrums. * Safely explore emotions beyond their normal range through play and stories. | | | | * Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. * Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. * Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. | | |
| **End of Pre-School Expectations:**  **To begin to gain more independence:**   * **To separate from your parent/carer comfortably and settle into Nursery environment.** * **To play alongside other children and develop positive relationships with adults in the setting.** * **To try new things, follow routines and expectations in Nursery - showing some understanding of your feelings and the feelings of others.** * **To take turns in activities and usually share resources appropriately.** | | | | | | | | | | | | | | | | | | | | |
| **Physical Development – Gross Motor and Fine Motor Skills** | | | | | | | | | | | | | | | | | | | | |
| **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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| Core Tasks  Ready To Learn – 6-week programme designed to build core strength, shoulder strength and midline crossing.  Squiggle Whilst You Wiggle  Dough Disco  Scribble Club | | | | | | | | | | | | | | | | | | | | |
| **Autumn Term 1** | | | **Autumn Term 2** | | | | **Spring Term 1** | | | | **Spring Term 2** | | | **Summer Term 1** | | | **Summer Term 2** | | | |
| * Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. * Clap and stamp to music. * Fit themselves into spaces like tunnels, dens and large boxes and move around in them. * Start taking part in some group activities which they make up for themselves, or in teams. * Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. * Develop manipulation and control. Explore different materials and tools. | | | * Pre-Writing Shapes – To copy a vertical line. * Enjoy starting to kick, throw and catch balls. * Build independently with a range of appropriate resources. * To stack blocks. | | | | * To put on own coat with some help. * To walk up and down steps using two feet per step. * To begin to jump with 2 feet together. * To begin to use a knife and fork | | | | * Pre-Writing Shapes - To copy a horizontal line and a circle. * To begin to use the toilet with help and then independently. * Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. * Go up steps and stairs, or climb up apparatus, using alternate feet. * Skip, hop, stand on one leg and hold a pose for a game like musical statues. * Use large-muscle movements to wave flags and streamers, paint and make marks. | | | * To show an increasing desire to manage things independently, such as dressing/undressing.. * To use gross and fine motor skills to do things independently, for example managing buttons and zips and pour drinks. * To walk up and down steps using alternative feet per step. * Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. * Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. | | | * Pre-Writing Shapes – to copy a diagonal line, a square and an x-shape. * To use the toilet independently and wash hands. * To stand on one foot for up to 5 seconds. * To use a comfortable grip with increasing control when holding pens and pencils. * To show a preference for a dominant hand. * To use one-handed tools and equipment, for example, making snips in paper with scissors. | | | |
| **End of Pre-School Expectations:**   * **To copy the pre-writing shapes and begin to write your name** * **To use the toilet independently, including understanding the importance of hand washing.** * **To put on and take off your own coat independently.** * **To explore and use a range of tools comfortably including pencils, paintbrushes, and construction toys.** | | | | | | | | | | | | | | | | | | | | |
| **Literacy** | | | | | | | | | | | | | | | | | | | | |
| 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). | | | | | | | | | | | | | | | | | | | | |
| Diagram  Description automatically generated | | | | | | | | | Core Tasks  Daily reading session  Daily phonics session – Phase 1 phonetic awareness phonics  One to one Reading  Small Family Group book sharing  Nursery rhymes  Poetry Basket  Book Worms Book Club - Reading for Pleasure books taken home to share with an adult. | | | | | | | | | | | |
| **Autumn Term 1** | | | **Autumn Term 2** | | | | **Spring Term 1** | | | | **Spring Term 2** | | | **Summer Term 1** | | | **Summer Term 2** | | | |
| * Enjoy songs and rhymes, tuning in and paying attention. * Enjoy sharing books with an adult. * Enjoy drawing freely * Pay attention and responds to the pictures or the words. | | | * Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. | | | | * Say some of the words in songs and rhymes * Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. * Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” | | | | * Spring 2 Copy finger movements and other gestures. * Repeat words and phrases from familiar stories. | | | * Sing songs and say rhymes independently for example, singing whilst playing. * Ask questions about the book. Makes comments and shares their own ideas. * Make marks on their picture to stand for their name. | | | | * Develop play around favourite stories using props. * Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. | | |
| Focused Texts | | | | | | | | | | | | | | | | | | | | |
| Year A  We Are All Different  Here We Are  How to Catch a Star  Man on the Moon  Look Up  What Makes me Happy  The Colour Monster  Everybody Feels Angry  My Skin Your Skin  Happy in Our Skin  Ten Little Fingers Ten Little Toes  Dipal’s Diwali | | | Year A  Houses and Homes  Alfie Gets in First  How to Count to One (maths)  Little Miss Twins (maths)  The Three Little Pigs (maths) | | | | Year A  Ted Bo and Diz the First Adventure  The Polar Bear and the Snow Cloud | | | | Year A  When I’m Feeling Sunny  Hattie Peck | | | Year A  The Bus is For Us  You Can’t Put and Elephant on the Bus | | | Year A  Shark in the Park | | | |
| Year B  The Family Book | | | Year B | | | | Year B | | | | Year B  Dear Zoo | | | Year B | | | Year B | | | |
| Nursery Rhymes | | | | | | | | | | | | | | | | | | | | |
| World Nursery Rhyme Week:  1, 2, 3, 4, 5.  Five Little Speckled Frogs  BINGO  Twinkle Twinkle  The Big Ship Sails  Five Little Monkeys | | | | | | | Five Little Men on a Flying Saucer  12345  Sing a Song of Six Pence  Six Little Ducks (Big/Little….size)  Hot Cross Buns | | | | | | | 5 Green Bottles  Here we go round the Mulberry Bush  Twinkle Twinkle  Five little monkeys jumping on the bed | | | | | | |
| Word-Reading - daily phonics sessions | | | | | | | | | | | | | | | | | | | | |
| Phase 1 Objectives   * To develop speaking and listening skills. * To discriminate between different environmental and instrumental sounds. * To develop an awareness of rhythm, rhyme and patterns of sound. * To listen to the sounds at the beginning of words, hear the differences between them and develop an understanding of alliteration. * To explore voice and speech sounds. * To develop oral blending and segmenting skills and talk about different phonemes that make up words. | | | *Class to be separated into N1 and N2. Activities continuously based on assessment with the intention to introduce phase 2 to N2 children when ready.* | | | | 3 phonics groups.   1. Introduce phase 2 Phonics. 2. Phase 1 phonics. 3. Phase 1 phonics with a focus on listening and attention. | | | |  | | |  | | |  | | | |
| **Autumn Term 1**  Phase 1 activities  Speaking, listening, describing and turn taking activities.  Environmental sounds activities e.g. listening walk and identifying sound games.  *Continue to include activities to consolidate previous learning.* | | | **Autumn Term 2**  Phase 1 activities  Instrumental sound activities including fast/slow, start/stop and instrument names, pattern copying and recognition.  Sound identification games.  *Continue to include activities to consolidate previous learning.* | | | | **Spring Term 1**  Phase 1 activities  Nursery rhymes, different rhymes, actions, fill in missing words.  Developing Patterns with instruments and body percussion.  *Continue to include activities to consolidate previous learning.* | | | | **Spring Term 2**  Phase 1 activities  Sound identification activities, I-spy, picture games, story telling, fun with sounds, mirror play, silly soup, name games.  **Phase 2 introduction to N2 children.**  *Continue to include activities to consolidate previous learning.* | | | **Summer Term 1**  Phase 1 activities  Speech sound activities, singing, high/low, loud/quiet, fast/slow.  **N2: Phase 2 activities.**  *Continue to include activities to consolidate previous learning.* | | | **Summer Term 2**  Phase 1 activities  Picture card games e.g. snap, hoop games.  Sound Bingo  **N2: Phase 2 activities.**  *Continue to include activities to consolidate previous learning.* | | | |
| Poetry Basket – Performance Poetry | | | | | | | | | | | | | | | | | | | | |
| Wise Old Owl  Chop-Chop  Falling Apples  A Pointy Hat | | | Breezy Weather  Cup of Tea  Shoes | | | | Let’s Put On Our Mittens  I Can Build a Snowman | | | | Pancakes  Hungry Birdies  A Little Seed  Mrs Bluebird | | | Dance  Sliced Bread  Thunderstorm | | | Five Little Peas  A Fox  Under a Stone | | | |
| **End of Pre-School Expectations:**   * **To listen for and identify a range of sounds – environmental sounds such as an aeroplane, and also initial sounds in words e.g. b is for ball.** * **To enjoy stories and talk about characters and significant events.** * **To write your name.** * **To show an interest in making marks and giving meaning to the marks that you make.** * **To recognise a rhyming string or recognise when one word in. a set doesn’t rhyme.** * **To learn and recite a poem or rhyme.** | | | | | | | | | | | | | | | | | | | | |
| **Mathematics – Number, Numerical patterns** | | | | | | | | | | | | | | | | | | | | |
| 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.** | | | | | | | | | | | | | | | | | | | | |
| Core tasks: Children will take part in finger rhymes with numbers, complete inset puzzles, build with various materials, help to count objects like children in the group using name tags, milk at snack time etc, compare amounts using words like ‘lots’ and ‘more’, show ‘finger numbers’ up to 5, | | | | | | | | | | | | | | | | | | | | |
| **Autumn Term 1** | | | **Autumn Term 2** | | | | **Spring Term 1** | | | | **Spring Term 2** | | | **Summer Term 1** | | | **Summer Term 2** | | | |
| Colours,  Match and Sort | | | Number 1, Number 2 and Pattern | | | | Number 3, Number 4 and Number 5 | | | | Number 6, Height and Length, Mass and Capacity | | | More than/Fewer than, One more/One less, Shape 2D and Shape 3D. | | | Number Composition, Night and Day, Positional Language | | | |
| *Autumn Term Progression: Children learn the colours red, blue, yellow, green, purple, and mixed. They will match buttons, towers and shoes, shapes and look at patterns and size.*  *In Autumn 2 children will begin to recognise the one-ness of one and the two-ness of two through subitising, counting and recognition of the numerals 1/2. Children will be introduced to a 5-frame. Children will extend and create AB patterns before moving onto ABC patterns.* | | | | | | | *Spring Term Progression: Children will learn the numbers 3, 4, 5 and 6. They will be introduced to a 5-frame.*  *Children will learn height and length using words like tall/long and short.*  *They will learn concepts of mass related to stories like the 3 Little Pigs and Goldilocks.*  *Children will learn simple capacity concepts.* | | | | | | | *Summer Term Progression: Children will learn more than/fewer, pone more and one less. Children will learn the names of 2D shapes and some 3D shapes and revisit pattern concepts.*  *Children will learn the composition of 1-5. They will order events from their day in nursery and talk about what happens at day/night. They will learn positional language such as under, behind, in front etc.* | | | | | | |
|  | | | | | | |  | | | | | | |  | | | | | | |
| **Communicate Mathematically – Key Vocabulary**  Mix, match, shape, size, same, different, match, big, small, tall, long, short, full, empty, more, less, fewer, pattern, one more, one less, heavy, light  Day, night, today, tomorrow, morning, afternoon, before, after  Next to, on top of, underneath, above, below, in front of, between, behind, up, down  Shape names | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | |  | | | | | | |  | | | | | | |
| **End of Pre-School Expectations:**   * To begin to recognise the features and name 2d shapes – square, circle, triangle and rectangle. * To count from 1-10 by rote. * To use some positional language such as ‘under’ and ‘behind’. * To begin to recognise some numerals. * To know how old you are. * To make some comparisons of size or quantity e.g. more/less, bigger/smaller * Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). * Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total. | | | | | | | | | | | | | | | | | | | | |
| **Understanding the World – People, Culture and Communities, The World, Technology** | | | | | | | | | | | | | | | | | | | | |
| Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s **personal experiences** increases their **knowledge and sense of the world** around them – from **visiting parks, libraries and museums to meeting important members of society** such as police officers, nurses and firefighters. In addition, listening to a **broad selection of stories, non-fiction, rhymes and poems** will foster their understanding of our culturally, socially, technologically and ecologically **diverse world**. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. **Enriching and widening children’s vocabulary** will support later reading comprehension. | | | | | | | | | | | | | | | | | | | | |
| **Autumn Term 1** | | | **Autumn Term 2** | | | | **Spring Term 1** | | | | **Spring Term 2** | | | **Summer Term 1** | | | **Summer Term 2** | | | |
| * Repeat actions that have an effect. | | | * Make connections between the features of their family and other families. | | | | * Explore materials with different properties. | | | | * Notice differences between people. | | | * Explore natural materials, indoors and outside. | | | | * Explore and respond to different natural phenomena in their setting and on trips. | | |
| **End of Pre-School Expectations:**   * To demonstrate an understanding of the world around you: seasonal change, growth, plants and animals. * To talk about yourself and your family/community and special events in your life. | | | | | | | | | | | | | | | | | | | | |
| Science | | | | | | | | | | | | | | | | | | | | |
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| **Seasonal changes – to be taught across the year (Fresh Air Fridays etc)** | | | | | | | | | | | | | | | | | | | | |
| **Humans – What was I like when I was a baby.**  **What are my senses?** | | | **Electricity – which objects need batteries to work?**  **Light – How can we be seen at night?** | | | | **Sound – How can I make a musical shaker?**  **Materials – What happens when we bake biscuits?** | | | | **Animals, excluding Humans – How do butterflies grow?** | | | **Living things and their habitats – What can I find in our Garden?**  **Plants - What is a seed?** | | | **Forces – What is magnetic?**  **How does it feel when In ride my bike on different surfaces?** | | | |
| **Communicate Scientifically – Key Vocabulary** | | | | | | | | | | | | | | | | | | | | |
| Model and encourage children to use vocabulary such as:  • grow, change, baby, toddler, child, adult, old person, smell, taste, touch, feel, hear, see, blind, deaf  Expose children to supplementary vocabulary such as: • life cycle, senses, elderly, die (if appropriate) | | | Model and encourage children to use vocabulary such as: • battery, plug, socket, electricity, wire, sound, light, move Expose children to supplementary vocabulary such as: • mains electricity, device, appliance, electrical  • light, torch, bulb, lamp, spotlight, shiny, bright, brighter, brightest, Sun, shine, glow, mirror  Expose children to supplementary vocabulary such as: • light source, reflective, non-reflective, dim, dimmer, dimmest | | | | Model and encourage children to use vocabulary such as:  • sound, noise, loud, quiet, high, low, music, bang, blow, pluck, soft, hard, fast, slow, names of instruments  Expose children to supplementary vocabulary such as: • musician, notes, vibrate, vibration, pitch, rhythm, pulse, volume  • mix, stir, cook, hot, oven, microwave, change, burn, melt, hard, runny, set, freeze, freezer, cold, blended, hard, soft, bendy, stiff, wobbly, wood, plastic, paper, card, fabric  Expose children to supplementary vocabulary such as: • solid, liquid, rigid, stronger, weaker | | | | Model and encourage children to use vocabulary such as:  • egg, chick, bird, caterpillar, cocoon, chrysalis, butterfly, frog spawn, tadpole, froglet, frog, grow, change, die, names of animals and their young, fur, feathers, scales, tail, wings, beak, claws, paws, hooves, swim, walk, run, jump, jump, fly, patterns, spots, stripes  Expose children to supplementary vocabulary such as: • life cycle, mane, webbed feet | | | Model and encourage children to use vocabulary such as:  • natural, plant, animal, leaves, seeds, conkers, acorns, twigs, bark, shells, feathers, pebbles, stones, same, different, pattern  Expose children to supplementary vocabulary such as: • living, dead, similar  plant, leaf, stem, trunk, branch, root, bark, flower, petal, seed, berry, fruit, vegetable, bulb, plant, hole, dig, water, weed, grow, shoot, die, dead, soil  Expose children to supplementary vocabulary such as:  • seedling, healthy, unhealthy, strong, sturdy, wilting, decay, mould, life cycle | | | Model and encourage children to use vocabulary such as:  • object, float, sink, water, up, down, top, bottom, push, pull, magnet, spring, squash, bend, twist, stretch, turn, spin, smooth, rough, fast, slow  Expose children to supplementary vocabulary such as: • rising, falling, attract, repel, faster, slower, pulley, gear, elastic | | | |
| History – Past and Present | | | | | | | | | | | | | | | | | | | | |
| Diagram  Description automatically generated | | | | | | | | | | | | | | | | | | | | |
| **All about me - How have I changed since I was a baby?** | | | | | | | **What were my mum and dad like when they were little?** | | | | | | | **How have I changed since starting nursery?** | | | | | | |
| **Investigate and interpret the past** | | | | | | | | | | | | | | | | | | | | |
| * With some support, observe or handle evidence to ask questions and find answers to questions about their past. * Begin to ask questions such as: What can you do now that you couldn’t do when you were a baby? What sort of toys did you play with when you were a baby?  What were your parents’ favourite toys when they were little? * Begin to use artefacts, pictures and stories to find out about the past. | | | | | | | * With some support, observe or handle evidence to ask questions and find answers to questions about the past. * Begin to ask questions such as: What was it like for people? What happened? How long ago? * Begin to use artefacts, pictures and stories to find out about the past. | | | | | | | * With some support, observe or handle evidence to ask questions and find answers to questions about the past. * Begin to ask questions such as: What did I do then? What happened? How long ago? * Begin to use artefacts, pictures and stories to find out about the past.   **Floor books, own marks-making development, books etc.** | | | | | | |
| **Understand Chronology** | | | | | | | | | | | | | | | | | | | | |
| * Sort objects into old and new. | | | | | | | * Sort photographs of self into order from baby-toddler-now. | | | | | | | * Talk about changes, I used to but now I… | | | | | | |
| **Communicate Historically - Key Vocabulary** | | | | | | | | | | | | | | | | | | | | |
| * Begin to use words and phrases such as:   When I was a baby.  When I was little. | | | | | | | * To begin to use words and phrases such as: a long time ago, yesterday, last night, this morning/afternoon and last week to describe the passing of time. | | | | | | | * To use words and phrases such as: a long time ago, when I was a baby, when I was in Nursery, years, yesterday, today, tomorrow, last night, this morning/afternoon and last week to describe the passing of time. | | | | | | |
| **Geography** | | | | | | | | | | | | | | | | | | | | |
| Diagram  Description automatically generated | | | | | | | | | | | | | | | | | | | | |
| **My home – where do I live and what is it like?** | | | | | | | **My School**  **Contrasting Locality/Places around the world -Where in the world is it cold?**  **What is it like on a farm?** | | | | | | | **Contrasting Locality/Places around the world – what is it like at the beach?**  What is it like at the farm?  My Town, which places do I visit in Spennymoor and why? | | | | | | |
| **Investigating places** | | | | | | | | | | | | | | | | | | | | |
| * During Fresh Air Friday sessions and outside play, children investigate their immediate environment, the changes of the season, features, plants and creatures that can be found there. * What can I see on my journey to school? | | | | | | | * What can I see on my journey to school? * Visit to a park/bus journey. | | | | | | | * What can I see on my journey to school? * Visit to local area. | | | | | | |
| **Investigating Patterns** | | | | | | | | | | | | | | | | | | | | |
| * Begin to identify weather/seasonal patterns in Spennymoor. * Be aware of events such as flowers growing, falling leaves etc. | | | | | | | Begin to identify seasonal and daily weather patterns in Spennymoor and begin to be aware of the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. | | | | | | | * Identify seasonal and daily weather patterns in Spennymoor. * Begin to identify places and conditions where specific creatures might be found. E.g. looking under logs for woodlice. * To begin to understand that some places in the world are hot and some places are cold. | | | | | | |
| **Communicate Geographically** | | | | | | | | | | | | | | | | | | | | |
| Begin to understand basic geographical vocabulary to refer to:  • key physical features, including: forest, hill, mountain, sea, river, rocks, grass and weather.  • key human features, including: city, town, village, factory, farm, house, office and shop.  Be aware of compass directions (north, south, east and west) and use locational language with support (e.g. near and far) to describe the location of features and routes on a map.   * Use the terms “inside” and “outside” | | | | | | | Begin to use basic geographical vocabulary to refer to:  • key physical features, including: beach, forest, hill, land, mountain, sea, river, rocks, soil and weather.  • key human features, including: city, town, village, factory, farm, house, office and shop.   * To begin to use the names of the areas of our setting e.g. Studio, Home Corner, Construction | | | | | | |  | | | | | | |
| **Design and Technology** | | | | | | | | | | | | | | | | | | | | |
| Diagram  Description automatically generated | | | | | | | | | | | | | | | | | | | | |
| **Knowledge** | | | | | | | | | | | | | | | | | | | | |
| **Structures** and **Mechanisms** Through continuous provision and planned activities, children to explore use of large open-ended construction materials e.g. blocks/bricks, junk modelling and large construction using crates (outdoors).  **Food** To know that different ingredients can be combined to create food.  *Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating.* (Statutory Framework for the EYFS - Sept 2021) | | | | | | | **Structures** and **Mechanisms** Through continuous provision and planned activities, children to use open-ended construction materials e.g. blocks/bricks, junk modelling and large construction using crates (outdoors)  **Food** To know that ingredients can be combined to create different flavours/textures. | | | | | | | **Structures** and **Mechanisms** Through continuous provision and planned activities, children to use plan and use open-ended construction materials e.g. blocks/bricks, Duplo, junk modelling and large construction using crates (outdoors). **Food** Preparing fruit and vegetables | | | | | | |
| **End Point** | | | | | | | | | | | | | | | | | | | | |
| * Children will observe, assist and evaluate making a fridge cake. * Children will explore the use of Sellotape, masking tape, and glue to connect materials in their models. Adults will model differing techniques where appropriate. * Children will help to create simple snacks and items at Fresh Air Friday eg. Bird feeders, cheese wraps. * Children will create models of their choosing construction materials. | | | | | | | * Children will observe and assist in making Easter Nests with support. * Children will design and create an Easter Bonnet using different materials. * Children will begin to use a range of ways to join materials used in their modelling. | | | | | | | * Children will design, make and evaluate a fruit salad/salad. * Children will use a range of suitable ways to join materials used in their modelling. * Children will help to create simple snacks and items at Fresh Air Friday eg. Fruit skewers | | | | | | |
| **Master Practical skills** | | | | | | |  | | | | | | |  | | | | | | |
| **Food**   * To gain a developing understanding of simple food hygiene. * To measure ingredients using spoons cups etc. * To assist in assembling and observe cooking of ingredients.   **Materials**   * To begin to use scissors to cut snips in paper. | | | | | | | **Food**   * To continue to develop an understanding of simple food hygiene. * To measure some ingredients. * To assemble and observe cooking of ingredients.   **Materials**   * To develop the use of scissors to cut straight lines in paper.   **Construction**   * To develop the use of simple tools such as a hand drill, hammer and saw (Forest School) to make changes to materials. * To begin to use open-ended classroom resources such as wooden blocks, Duplo, and junk modelling to create a planned outcome. | | | | | | | **Food**   * To demonstrate an understanding of simple food hygiene. * To use a knife to cut soft fruit.   **Materials**   * To use scissors to cut straight lines, and curves in paper.   **Construction**   * To develop the use of simple tools such as a hand drill, hammer and saw (Forest School) to combine materials. * To begin to confidently plan and create an object using the open-ended classroom resources such as wooden blocks, Lego, Mobilo and junk modelling. | | | | | | |
| **Design, Make and Evaluate** | | | | | | | | | | | | | | | | | | | | |
| * To explore and taste test a variety. * To taste final product and discuss likes and dislikes, talking about what would have improved the bread. *\*This process may need to be modelled by adult to help introduce children to new vocabulary.* | | | | | | | * To explore possible toppings and combinations for pancakes. * To draw a picture of their gingerbread man and then decorate gingerbread man using a combination of icing and sweets for desired effect.  Reflect upon completed design. | | | | | | | * To explore different fruit and vegetables. * To plan a salad/fruit salad. * To taste-test and discuss final product. | | | | | | |
| **Key Vocabulary** | | | | | | | | | | | | | | | | | | | | |
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| **RE** | | | | | | | | | | | | | | | | | | | | |
| Let’s find out about Harvest.  Let’s find out about Diwali.  Let’s find out about the Christmas Story. | | | | | | | Let’s find out about the Bible.  Let’s find out about the Easter Story. | | | | | | | Let’s find out about Baptism. | | | | | | |
| **Key Vocabulary** | | | | | | | | | | | | | | | | | | | | |
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| **Expressive arts and design – Creating with Materials, Being imaginative and expressive** | | | | | | | | | | | | | | | | | | | | |
| 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**. | | | | | | | | | | | | | | | | | | | | |
| Diagram  Description automatically generated | | | | | | | | | | | | | | | | | | | | |
| **Autumn Term 1** | | | **Autumn Term 2** | | | | **Spring Term 1** | | | | **Spring Term 2** | | | **Summer Term 1** | | | **Summer Term 2** | | | |
| * Take part in simple pretend play, using an object to represent something else even though they are not similar. * Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. * Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. | | | * Explore different materials freely, in order to develop their ideas about how to use them and what to make. * Develop their own ideas and then decide which materials to use to express them. * Join different materials and explore different textures. | | | | * Create closed shapes with continuous lines, and begin to use these shapes to represent objects. * Draw with increasing complexity and detail, such as representing a face with a circle and including details. * Use drawing to represent ideas like movement or loud noises. | | | | * Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. * Explore colour and colour-mixing. | | | * Listen with increased attention to sounds. * Respond to what they have heard, expressing their thoughts and feelings. * Remember and sing entire songs. * Sing the pitch of a tone sung by another person (‘pitch match’). | | | * Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. * Create their own songs, or improvise a song around one they know. * Play instruments with increasing control to express their feelings and ideas | | | |
| **Art** | | | | | | | | | | | | | | | | | | | | |
| **Children can describe the work of Picasso**.  (with adult support)  **(Collage Project)** | | | | | | | **Children can describe the work of Vincent Van Gogh** (with adult support)  **(Painting Project)** | | | | | | | **Children can describe the work of Andy Goldsworthy** (with adult support)  **(Natural Sculptures Project)** | | | | | | |
| Develop Ideas:   * Children begin to explore a range of materials and tools. * With support, begin to respond to ideas and starting points. * With support, begin to explore ideas and collect visual information. * With support, begin to explore different methods and materials as ideas develop. | | | | | | | * Children can begin to create artwork using suggested materials and techniques. * With support, begin to respond to ideas and starting points. * With support, begin to explore ideas and collect visual information. * With support, begin to explore different methods and materials as  ideas develop. | | | | | | | * Children can create artwork using a range of materials and techniques * With support, begin to respond to ideas and starting points.  With support, begin to explore ideas and collect visual information. * With support, begin to explore different methods and materials as  ideas develop. | | | | | | |
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| Take inspiration from the greats:   * Describe the work of notable artists, artisans and designers. * Use some of the ideas of artists studied to create pieces. | | | | | | | | | | | | | | | | | | | | |
| **Performance Poetry** - Poetry Basket | | | | | | | | | | | | | | | | | | | | |
| Wise Old Owl  Chop-Chop  Falling Apples  A Pointy Hat | | | Breezy Weather  Cup of Tea  Shoes | | | | Let’s Put On Our Mittens  I Can Build a Snowman | | | | Pancakes  Hungry Birdies  A Little Seed  Mrs Bluebird | | | Dance  Sliced Bread  Thunderstorm | | | Five Little Peas  A Fox  Under a Stone | | | |
| **End of Pre-School Expectations:**   * To express your ideas in a variety of ways – through music and dance, drawing, painting, making models and more. * To engage in imaginative play based on your knowledge and experiences. | | | | | | | | | | | | | | | | | | | | |
| **Music** | | | | | | | | | | | | | | | | | | | | |
| Core Tasks  Hello song every morning (signed song)  Funky Friday – children sing and dance to a variety of different music. | | | | | | | | | | | | | | | | | | | | |
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| **Communicate Musically – Key Vocabulary** | | | | | | | | | | | | | | | | | | | | |
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| **Pre-School Visits/Cultural Capital** | | | | | | | | | | | | | | | | | | | | |
| Dentist  Asda Bakery – explore different breads before making own.  Making individual pizza  Police visit (Jet and Ben too?) | | | Fire service visit – fire safety  Walk to town cenotaph to place poppy wreath  Autumn Walk around local area – all weathers.  Making soup | | | | Chinese students to visit – storytelling, cookery, writing etc. | | | | Making pancakes  Grow butterflies – www.insectlore.co.uk | | | Link with local allotment.  Make card for HRH Queen  Make fruit salad  Vehicles to visit – motorcycles, bus, tractor etc.  Church – Christenings/Baptism | | | Jubilee Park  Visit to local ice-cream parlour. | | | |
| **Parental Engagement** | | |  | | | |  | | | |  | | |  | | |  | | | |
| Tapestry Observations and Information | | | Stay and Play | | | |  | | | | Stay and Play | | |  | | | **Teddy Bears Picnic** | | | |