

EYFS curriculum map

This document is a summary of our Nursery and Reception curriculum maps. We have a more detailed curriculum map for both Nursery and Reception that this is directly taken from. These titles have also been attached to our full National Curriculum Maps for Y1 – Y6 to show how the curriculum progresses.

At Garswood Primary and Nursery School we have been developing our curriculum in a collaborative manner. As Early adopters of the New EYFS we have spent time considering how the Early Years statutory Educational Programmes form the starting points for our whole school curriculum. We have sequenced our curriculum by building on the skills and knowledge of our Early Years Curriculum and developing the sequences through to the National Curriculum. We have used the St Helens Early Years Hub document, 'Early Years for Subject Leaders' to support subject leaders in their understanding of the EYFS. We consider our intent statements in the implementation of our curriculum and are continuing to review, evaluate and modify in a responsive way to ensure children receive the best outcomes. At Garswood we use both Birth to 5 Matters and Development Matters non statutory guidance to enable us to make a holistic best fit judgement for observation, assessment and next steps. We understand that all children are unique, and that they develop in different ways. We nurture and encourage this using a play-based approach. We use the statutory Early Learning Goals to assess children at the end of Reception as Emerging or Expected.

Entry



End

<p>Nursery 2s Texts</p>	<p>That's Not My ... Teddy /dolly</p>	<p>That's Not My ... Christmas Tree Santa /Rudolph/ Fairy</p>	<p>That's Not My ... train Bus / car What's that Big Machines?</p>	<p>That's Not My ... Bunny /Puppy/ Monkey Fox's Sox</p>	<p>That's Not My ... Bee Butterfly</p>	<p>That's Not My ... dinosaur Pop Up Peekaboo Dinosaurs</p>
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	What's that at home?	Bedtime Peekaboo! Colours	Tip Tip Dig Dig	What's that favourite animals? Waddle!	Wiggly caterpillars Opposites	Dinosaurs
Nursery Rhyme Focus	Hickory dickory Round and Round the Garden	Twinkle Twinkle 2 Little Dickie Birds	Down at the Station Wheels on the Bus	Humpty Dumpty Grand Old Duke of York	Incy wincey Spider Wind the Bobbin up	Miss Molly had a Dolly
Throughout day and story time	Reading or singing and revisiting daily a variety of different nursery rhymes and stories in addition to the planned rhymes and following children's interests.					
Nursery 3-4s Texts	Red Riding Hood Dear Zoo by Rod Campbell Going to the Dentist	Gingerbread Man Supertato by Sue Hendra Christmas Cooking	Billy Goats Gruff The Gruffalo by Julia Donaldson Emergency Rescue	3 Little Pigs Oi Frog! by Kes Gray 199 Things on the Farm	Jack and the Beanstalk Don't put your finger in the jelly, Nelly by Nick Sharratt First Facts Bugs	Goldilocks We're Going on a Bear Hunt by Michael Rosen Children Around the World
Nursery Rhyme Focus	Little Miss Muffet Mary Had a Little Lamb	Little Bo Peep Baa baa black sheep	Jack and Jill Hey Diddle Diddle	Old MacDonald Had a Farm	Dingle dangle scarecrow	Row, row, row, your boat
Throughout day and story time	Reading or singing and revisiting daily nursery rhymes and stories					

Author Focus	Rod Campbell	Sue Hendra	Julia Donaldson	Kes Gray	Nick Sharratt	Jez Alborough

Recepti on Texts	You Choose Fairy Tales by Nick Sharratt (Drawing club)	Ruby's Worries By Tom Percival (Drawing Club)	There is No Dragon in this Story By Lou Carter (Drawing club)	The Hairy Toe By Daniel Postgate (Drawing Club)	The Hungry Caterpillar by Eric Carle (Tales Toolkit)	Star in the Jar by Sam Hey (Takes Toolkit)
	Beegu Alexis Deacon (Drawing club)	Little Glo By Katie Sahata	The Magic Paintbrush By Julia Donaldson (Drawing Club)	The Colour Monster By Anna Llenas (Drawing Club)	Mabel's Magic Garden by Paula Metcalf (Drawing Club)	Here We Are by Oliver Jeffers
	The Prickly Hedgehog by Mark Ezra	Where the Poppies Now Grow by Hilary Robinson		Mr Wolf's Pancakes By Jan Fearnley (Drawing Club)		

	<p>My Brother Anthony Browne</p> <p>(The Three Billy Goats Gruff) (Maths) (Drawing club)</p>	<p>The Queen's Knickers Nicholas Allan</p> <p>Changes and the Seasons</p> <p>Pinocchio (Drawing club)</p>	<p>Stick and Stone Beth Ferry (F5) (Drawing Club)</p> <p>C is for China by Sungwan So</p> <p>Lucy's Picture By Nicola Moon (F5)</p>	<p>Polar Bears</p> <p>Non-fiction texts Usborne Big Book of Dinosaurs</p>	<p>Creepy Crawley Calypso by Tony Langham</p> <p>Butterflies and Life Cycles by Mary R Dunn</p>	<p>Somebody Swallowed Stanley by Sarah Roberts</p> <p>(Drawing Club)</p>
Nursery Rhyme Focus	<p>A sailor went to sea Old Mother Hubbard</p>	<p>One two three four five, once I caught a fish alive</p> <p>3 Little Kittens</p>	<p>Old King Cole</p> <p>Sing a song of Sixpence</p>	<p>Ten in the Bed</p>	<p>One, Two buckle my shoe</p>	<p>There was an Old Lady Who Swallowed a Fly</p>
Author Focus	<p>Lynley Dodd</p> <p>Korky Paul</p>	<p>Emma Chichester Clark</p>	<p>Oliver Jeffers</p>	<p>Mick Inkpen</p>	<p>Petr Horacek</p>	<p>Eric Carle</p>
Throughout day and story time	<p>Reading or singing and revisiting daily nursery rhymes and stories including a range of traditional and fairy tales</p>					

Communication and Language

Nursery

<p>Daily exploration of stories, rhymes and poems. Know focus nursery rhymes.</p> <p>Learning to sit and listen and why</p> <p>Know new vocabulary</p> <p>Know they can and provide opportunities to talk with adults</p> <p>To know that stories have different character which could be real and pretend.</p> <p>To know to sing words clearly so that they are audible.</p> <p>To know that it is OK to talk to others about wants and needs.</p>	<p>Know focused texts and enjoy daily book reading</p> <p>Know and understand meanings of new words through stories</p> <p>Know they can share their ideas</p> <p>Know they are free to investigate new and enjoy learning new words</p> <p>To know that stories have a beginning, middle and an end.</p> <p>To be able to understand simple instructions.</p> <p>Know focused texts and become familiar with authors</p>	<p>Know focused rhymes and songs and grow to love songs, rhymes and stories that become familiar</p> <p>Know how to retell stories through play</p> <p>Know how to invent own stories and tell through play</p> <p>To be able to differentiate and categorise objects based on their properties.</p> <p>To remember new words I am learning when talking to others.</p> <p>To be able to understand simple instructions, questions and commands</p>	<p>Modelled correct pronunciation children begin to know and say correctly</p> <p>Becoming increasingly familiar with and know a variety of traditional and fairy tales</p> <p>Know how to act out more complex story retelling with friends</p> <p>To know that stories have a beginning, middle and an end.</p> <p>To be able to answer questions related to the story</p> <p>To be able to understand simple instructions, questions and commands.</p>	<p>Know they can engage in successful engagement in serve and return conversations</p> <p>Thinking time encouraged – children know to do this</p> <p>Encouragement of cooperation to share problem solving and projects – children know they can work with others successfully</p> <p>Know about talking time / partners</p> <p>To know that stories have a beginning, middle and an end.</p> <p>To be able to answer questions related to the story.</p> <p>To be able to use vocabulary learnt to</p>	<p>Know they can ask 'I wonder' questions</p> <p>Model and encourage scientific investigations to promote new vocabulary and thinking skills – children know and are enthusiastic to carry out investigations</p> <p>To be able to independently sequence familiar rhymes and to be able to say what happens next in a story.</p> <p>To use the words they know appropriately to organise themselves and their play</p>
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		Know their role in and perform nativity to an audience			have a conversation with others.	
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Reception

Settling in Activities to enable children to know routines and boundaries

Know and discuss familiar experiences and family routines

Know and develop listening skills further for longer periods of time

Know and understand 2 part instructions

Know new vocabulary

Know school routines

Know focused rhymes and how to sing rhymes

To know about others.

To describe different story and non-fiction texts.

Know how to answer how and why questions.

Continue to develop listening skills – know when they should listen to others

To know about different festivals.

To be able to talk about how different people help us.

To begin to talk about why things happen using new vocabulary learnt.

Know new vocabulary

Know, understand and explain new vocabulary in stories and dialogue

Know their role, lines and songs in the Nativity performance with acting and understanding of the story

Know we can discuss stories and know

Know why we listen to others

Know why we listen to others skills and use talk partners

Know how to follow 3 step instructions

Know new vocabulary through stories and books

Know and understand vocabulary in songs and focused rhymes

Know how to retell and describe events

Know focused rhymes, poems, and songs

To know different traditional stories.

To know a range of healthy food and exercise.

Express their ideas and feelings about their experiences

Know and understand how to listen carefully

Know we can ask how and why questions

Know new vocabulary

Know how to develop own narrative

Know how to retell nurse rhymes

Know how to retell stories and using new vocabulary and story language

To know different features of texts.

To talk confidently about why things happen using new vocabulary learnt.

To engage in meaningful conversations with others.

Know and understand why listening is important in a variety of situations

Know new vocabulary

Know how to articulate ideas and thoughts into well formed sentences

Know how to ask questions to find out more

Know how to perform poems and rhymes

Know how to retell stories and use vocabulary that reflects their experiences

Know how to make and perform stories

To name and sort a range of living things.

To be able to talk about different habitats.

To engage in meaningful conversations with others.

Know we can listen attentively with sustained concentration

Know we should listen to others when engaged in serve and return conversations

Know how to make thoughtful contributions to conversations

Know we can ask questions of others

Know and continue to explore new vocabulary

Know and recite poems, songs, and rhymes

Know about non-fiction and what makes a book non-fiction

Know how to describe events in detail

To know different life cycles.

		<p>stories have characters and beginning and endings</p> <p>Know how to follow 3 step instructions</p> <p>Know new songs</p>				<p>To know a range of facts.</p> <p>To engage in meaningful conversations with others</p> <p>Know and talk about similarities and differences</p> <p>Know how to talk about past experiences</p>
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Personal, Social and Emotional Development

Nursery	Know simple routines and boundaries	Know rules and reasons	Knowing and understanding the rules	Begin to know we can calm ourselves	Know and develop self-control and calming techniques	To know and discuss feelings and reasons why we calm down
	Developing independence	Know and understand the visual reminders to support routines	Know about people who help us and why (firefighters, paramedics, nurses and police officers)	Know we should take turns	Know that the views and feelings of others matter	Know how the feelings of others and how we feel are linked
	Know they can explore their surroundings	To show confidence in dressing up and self-care activities.		Know why sharing is good	Know that some foods are healthy and some are not	Know how we begin self-regulation, self-help and self-care

	<p>To know that they can approach adults in Nursery when needed.</p> <p>Developing responsibilities</p> <p>Developing knowledge of oral hygiene – know they must brush their teeth</p> <p>To know about personal hygiene and the importance of being clean and tidy.</p> <p>To know that washing hands is important after using the toilet and before we eat.</p>	<p>To know how to adapt behaviour to suit classroom routines.</p> <p>To show confidence in asking adults for support.</p> <p>To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies.</p>	<p>Know how to role play in different roles that help others</p> <p>To know what making right food choices looks like.</p> <p>To show independence in self help skills such as toileting and dressing.</p> <p>To know how to manage their emotions in different situations.</p> <p>To know that there are boundaries set.</p> <p>To know about different feelings and be able to talk about them during circle time, 'happy', 'sad'.</p> <p>To know that we must respect our resources and out them back when</p>	<p>Know how to further develop our independence in self-help and self-care</p> <p>To know that when playing in a group they need to share and also know that they will get a turn</p> <p>To be aware of the different areas in the Nursery and how to explore them safely.</p> <p>To approach an adult if they need support.</p>	<p>Know we must brush our teeth and begin to understand why - reviewing oral Hygiene</p> <p>To know that to play nicely it's important to share and take turns.</p> <p>To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort.</p> <p>To know that it is OK to engage with others, even if in a different environment.</p> <p>To know that people show their emotions indifferent ways, for example smiling if they are happy, cry if they are sad etc</p>	<p>To know how to talk politely and develop an understanding of what is appropriate.</p> <p>To know that it is OK to challenge others, but they must remember to always be kind.</p> <p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc</p>
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			we have finished with them.			
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Reception	Try new activities	Know we should be helpful and why				
	Know new routines	Forming relationships	Know how to work as part of a group	Know how to cooperate with others	Know how to collaborate on projects	Know changes in routine (getting ready for year 1)
	Know class boundaries and shared rules	Know we all have comfortable and uncomfortable feelings	Know to accept ideas of others	Know about their own and others behaviour and its consequences.	Know we can help others to behave well	Know how to solve problems regarding our feelings
	Beginning friendships	Know about hygiene and why it is important	To know more uncomfortable feelings – afraid and angry	Know how to self-regulate and calm self – ‘doing turtle’	Know about sharing and caring and advanced compliments	Know we can make the right choices
	Know what a compliment is	Being Proud			Know what ia a healthy picnic and food choices	Know we can maintain good behaviour and consistently work well as part of a team
	Know healthy baking - bread	Know being respectful and know I must be treated with respect	Know we can calm ourselves down	Know healthy Cooking - pancakes	Know the importance of exercise	
	Know about oral hygiene					
	Know why we hand wash	Know how to b independent and dress self		Know why do we exercise?	Know how to care for living creatures and being kind to the environment	

Physical Development

Nursery

<p>Exploring equipment outdoors knowing how we can move and travel and developing confidence</p> <p>Exploring small tools indoors knowing how to use them</p> <p>To know to join in with activities to support for shoulder and arm movements</p> <p>To know that books in English should be read from left to right and one page at a time.</p> <p>To use alternate feet when climbing apparatus.</p> <p>To show independence with eating and drinking, e.g. being able to feed self and ask for</p>	<p>Developing balance when traveling over equipment</p> <p>Know new ways to move and travel</p> <p>Know to join in with activities to support palmer approach thumb adducted</p> <p>How to share equipment and take turns.</p> <p>To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats.</p> <p>To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint.</p>	<p>Know how to transport large equipment to develop strength</p> <p>Know new ways to move and travel</p> <p>Know how to safely handle tools</p> <p>Know to join in with activities to support scissor grasp</p> <p>That we need to control our speed to ensure safety</p> <p>To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils.</p>	<p>Know to cooperatively transport equipment safely balancing weight</p> <p>Exploring jumping – know different ways we can jump</p> <p>Know correct and safe use of small tools</p> <p>Know to hold pencil with some control</p> <p>Activities to support inferior pincer grasp</p> <p>At least one effect of activity on my body.</p> <p>What I need to do with my arms and eyes to balance on one leg</p> <p>To know that the pencil needs to be held</p>	<p>Know to transport, travel over and use outdoor tools and equipment with increased control</p> <p>Exploring hopping – know different ways we can hop</p> <p>Know how to use one handed small tools independently</p> <p>To begin to hold pencil correctly</p> <p>To know to join activities to support pincer grasp</p> <p>How to follow instructions in games</p> <p>To avoid rushing and trying to do things too quickly</p>	<p>Know to use outdoor equipment with control and measured strength</p> <p>Know how to combine balance with jumping and hopping around equipment</p> <p>Know how to use one handed tools with increased control</p> <p>Know how to mark make using controlled actions</p> <p>To know to join activities to support fine pincer grasp</p> <p>To know how to hold the pencil correctly and also recognise and self-correct when they form letters incorrectly.</p>
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	<p>help with opening containers.</p>		<p>To know that they need to use tools with a dominant hand.</p> <p>To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping.</p> <p>To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely.</p>	<p>comfortably and with one hand to form letters and numbers.</p> <p>To know how to use one handed tools effectively.</p> <p>To be able to follow a simple sequence of movements to music and rhythm.</p>	<p>To know the correct ways of forming letters.</p> <p>To know that snips should be made on the line and the pattern should be followed.</p> <p>To know how to feed paper/materials through hand when cutting around objects.</p> <p>To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness.</p>	<p>To successfully take part in group games with support from an adult.</p> <p>To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping et</p>
<p>Rec</p>	<p><u>Me & Myself – movement, body and change</u> (Forest School) KU</p>	<p><u>Movement & Development – directions and speed</u></p>	<p><u>Throwing and Catching – hand / eye coordination and ball control</u> (Forest School) KU</p>	<p><u>Ball Skills – control and coordination</u> (Fitness)</p>	<p><u>Fun & Games – games. Movement, equipment</u> (Dance) EAD</p>	<p><u>Working with Others – teamwork and cooperation games</u> (Forest School) KU</p>

Reception

Know how to move in a range of ways.

Have an awareness of space.

Know how to respond to stop and start activities.

What a good space to stand in is

How to share equipment and take turns.

To run around with my head up

To be aware of other children and take care

Know a pencil grip.

Know to dough and simple fine motor activities to strengthen fingers.

Know cutting, weaving, playdough and other fine motor

Know how to move with increasing confidence.

Know to move carefully between objects.

Which parts of my body help me with balancing

To take turns

To work carefully and that rushing can lead to mistakes

Some effects of exercise on my body

Know how to add pencil pressure.

To know if we increase resistance of fine motor activities and dough it will strengthen our fingers.

Know threading, more precise cutting, playdough increasing resistance will strengthen our

Know how to travel on equipment

Know how we can work with others to develop travel and awareness of space

It is important to stand with one leg forward, the opposite leg to the hand I am throwing from.

Which is my dominant hand?

How to stand when throwing accurately

Which part of my foot to use when striking for power.

How to lean back if I want my strike to go higher

Know effective pencil use to form letters correctly

Know if we increase resistance of fine motor activities and

Know we can move with more control.

Know we can move with confidence and imagination.

Know a range of balls
Why it is important to kick with both feet.

That the ball travels all the way across the ground when I roll.

That I need to bend and adopt a sideways stance when rolling.

Why it is important to be able to roll well with both handskills

Know to form most letters correctly.

Know to increase resistance of fine motor activities and dough will strengthen our fingers.

Know how to cut a straight line.

Playdough increasing resistance Fine Motor

Know throwing and catching skills.

Know we can move with control and coordination.

Know why we must be active

What a good position of readiness looks like.

That I need to be focused and avoid distractions.

To land with really soft knees.

To use my arms to help power me forward when jumping

Know we can have control of an object using one-handed tools and equipment.

Know to increase resistance of fine motor activities and dough will strengthen our fingers.

Know cutting, playdough and

To know how to play learn and play group games

Know to travel using equipment and space with control, awareness and energy.

How far to bounce a pass between me and a friend

How to move around and be aware of others.

That being able to dodge off both feet makes me twice as hard to catch.

That a bounce in a push down with 2 hands and dribbling is with one hand.

To use my fingers to push the ball down

To move into space after passing a ball

To use 'big toe, little toe' to dribble keep-

	<p>activities will strengthen our fingers. Start with softer dough. Use of Mrs Potato. Hand aerobics. Know this strengthens our fingers.</p>	<p>fingers. Use of peg boards. Peg activity. Know this strengthens our fingers.</p>	<p>dough it will strengthen our fingers. Know the correct grip when cutting. Playdough increasing resistance, Use of elastic bands and boards. Nuts and bolts. Know this strengthens our fingers.</p>	<p>activities. Use of lace pens and boards. Know this strengthens our fingers.</p>	<p>increasing resistance fine motor activities increase strength in our fingers. To use locks and keys. Know this strengthens our fingers.</p>	<p>ing the ball close to me. How to trap a ball by moving in line with it and putting my foot on it Know letter formation and handwriting has improved, tripod grip mostly used, and letters formed correctly. Know to increase resistance of fine motor activities and dough to strengthen fingers. Know threading, cutting, weaving, playdough, fine motor activities will increase strength and improve writing.</p>
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Literacy

Nursery

Know sounds around us	Know there are instrumental sounds	Know how to make body sounds	Know familiar songs and rhymes and join in	Know words begin with different sounds	Know and identify the initial sounds of words
Know and identify the sounds	Know how to use some instruments	Know to copy actions, pattern and sequences	Know and recognise rhymes and words that rhyme	To know objects can be matched to initial sounds we hear.	Know how to break words into sounds
Know the different environmental sounds	Know the names of sounds	Know how to change body percussion sounds	Know how to play with rhyme	Know phrases can begin with the same sounds - alliteration	Know we can blend and say a simple CVC and VC orally
Know there is print around us	Know how we can affect sounds	Know how to create own sequences	Know how to make own rhymes	Know our mouth can move to make sounds	Know how to segment CVC and VC words orally
Know to take part in fine and gross motor activities to strengthen muscles for writing	Know and describe and compare sounds	Know to join in with and recreate sequences of body percussion	Know how to copy and keep a beat	Know we can copy and recognise voice sounds and movements	Know we can blend longer words in our head orally
To know that text can be used as a form of identification.	Know how to recreate sounds	Know there are different texts to explore - stories, rhymes, non-fiction	Know how to copy syllables	Know how to make voice sounds	Know the meaning of different texts
	Know how to carefully explore books		Know how to break words into syllables and make own beat		Know to write name accurately

	<p>To know that text has a meaning.</p> <p>To know that text is read from left to right and top to bottom in English.</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages</p> <p>To learn a range of Nursery Rhymes.</p>	<p>Know how to mark make in order to use different media to write</p> <p>To learn that stories have a sequence; beginning, middle and end.</p> <p>To know that text is read from left to right and top to bottom in English</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages</p>	<p>Know how to mark make in order to explore writing through different purposes</p> <p>To join in with repetition within stories and rhymes</p> <p>To be able to talk about different parts of the story.</p>	<p>Know how to handle books carefully and why</p> <p>Know how to develop writing opportunities orally</p> <p>To be able to talk about their marks with confidence.</p> <p>To join in with repetition within stories.</p> <p>To be able to talk about different parts of the story.</p>	<p>Know to aim to speak clearly</p> <p>Know and describe and compare voice sounds</p> <p>Know how to create own voice sounds</p> <p>Know how to turn pages carefully and why</p> <p>Know parts of own name and how to write it</p> <p>Know we can tell own stories</p> <p>To identify the pictures with corresponding. (Su1)</p> <p>To join in with</p>	<p>Know we can use name cards to write some or all their name to ensure accuracy</p> <p>To join in with repetition within stories.</p> <p>To engage in extended conversations about stories.</p>
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					repetition within stories	
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	<p>Know how to decode VC, CVC words</p> <p>Know and read the tricky words: is, I, the, put, pull, full, as, and has, his, her, she, push, he, of, we, me, be</p> <p>Know how to read very simple sentences</p> <p>Know graphemes: s, a, t, p, i, n, m, d, g, o, k, ck, e, u, r, h, b, f, ff, ll, ss j, v, w, x, y, z, zz, qu</p> <p>Know to hold a book correctly</p> <p>To know there is meaning to marks</p> <p>Know to hold a pencil correctly using a tripod grip.</p> <p>Know and write name.</p> <p>Know initial sounds in words when hearing and writing</p> <p>Know how to to write CVC words</p>	<p>Know how to decode words containing graphemes learnt</p> <p>Know and read the tricky words: was, you, they, my, by, all, are, sure, pure.</p> <p>Know and understand more unfamiliar vocabulary.</p> <p>Know, read and understand a sentence with common irregular and phonetically plausible</p> <p>Know and describe the main events in a story</p> <p>Know how to retell my own story</p> <p>Know how to read a simple book</p> <p>Know how to use some identifiable letters to communicate meaning</p> <p>Know how to read and rehearse my writing</p> <p>Know how to form letters and digits 0-9 correctly</p> <p>Know how to write and spell the tricky words from phase 2.</p> <p>Know how to write CVC, VCC, CVCC and CCVC words.</p> <p>Know how to write simple lists, labels and captions.</p>	<p>Know how to securely decode words which contain digraphs</p> <p>Know and read the tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p> <p>Know, read and understand a sentence I have written.</p> <p>Know the all graphemes we have learned in reception</p> <p>Know how to describe, make predictions and retell stories</p> <p>Know how to sequence sentences</p> <p>Know how to form letters in the correct direction</p> <p>Know how to spell and write the tricky words: from phase 3</p> <p>Know how to to write words containing digraphs</p> <p>Know how to write simple sentences</p>
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Mathematics

Nursery	To know routines	To know routines using now and next	To follow instructions first, then	To describe an event	Know the sequence of a simple story	Know the sequence stories in play
	Know how to count to 3 in sequence	To know counting and pointing out the last number	Know positional language to describe a simple route around classroom	Know positional language to describe a simple route beyond the classroom	Know we can compare lengths	Know positional language whilst on a journey around our community
	Know how to count to show how many	Collecting objects	Know numerals through play and blank tracks	Know simple prepositions	Know we can compare weights	Know there are patterns in other cultures
	Know some basic shapes	To know finger rhymes to 5	Experience real life maths problems during routines	Explore large 2D and 3D shape play	Know language of first, then, next to talk about trip	Know, copy and create simple patterns e.g. stripes
	Know focused daily nursery rhymes	To know and link numerals to amounts	Comparing amounts	Explore and know there are patterns around us	Know numeral amounts and count accurately in play	Know and copy musical patterns
		Know to sort and categorise objects	Explore small 2D and 3D shape play			
		Know simple positional language to find objects				

Reception

To know practitioners, peers and the classroom environment and routines

Explore the environment and know how to sort and match amounts and objects.

Know how to compare size, mass and capacity

Know patterns are around us and we can explore , make, repeat them

Know how to represent, compare and compose 1, 2, 3

Know and have an awareness of number 4 – 5

Know positional language and simple shapes.

Know how to represent numbers to 5.

Know 1 more 1 less within 5.

Know some shapes with 4 sides

Know time linked to our daily routines

Introducing zero – to know how zero is represented

Know how to compare numbers to 5.

Know the composition of 4 and 5

Know how to compare mass and capacity

Know how to count to 6, 7, 8

Know how to combine 2 amounts

Know how to make pairs

Know how to measure length and height

Know how to sequence time

Know how to count to 9, 10.

Know how to compare numbers up to 10.

Know number bonds to ten on ten frame.

Know number bonds to 10 part whole model.

Know spatial awareness when building with shapes and knowing which stack, roll etc...

Know some simple 3D shapes

Know how to recognise and repeat patterns

Know how to verbally count to 20 and beyond.

Know how to build numbers beyond 10

Know how to counting patterns beyond 10

Know spatial reasoning when rotating to fit a space

Know how to match, rotate, manipulate

Know how we add more and take away

Know spatial reasoning when combining shapes to make new shapes.

Know how to compose and decompose to make new shapes and pictures

Know the meaning of doubling

Know the meaning of sharing and grouping

Know odds and evens within 10

Know spatial reasoning when building and using positional language to create models

Know how to visualise and build accurately

Deepening understanding of patterns and relationships

Know spatial reasoning in the creation of more complex patterns and transient art.

Know how to create a simple maps

Understanding of the World

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Nursery</p>	<p>To know about our families and how they can be the same and different.</p> <p>Exploring natural materials and know we can find them around our classroom and outdoors</p>	<p>To know a family celebration that we have taken part in.</p> <p>Exploring our surroundings and know where we can find things for our play</p> <p>Know how their different toys work</p>	<p>To know different celebrations around the world and in our country that we can take part in</p> <p>To discuss occupations and focus on ambulance, police and fire services</p> <p>To know there are changes in states of matter</p> <p>Know and observe seasonal changes</p> <p>Know we travel around our classroom and school and explore the journey we take</p>	<p>Know different celebrations around the world and in our country</p> <p>Know about the occupations our families do</p> <p>Know about growth and decay</p> <p>Know we can travel on a coach around our community and beyond</p> <p>Know about an animal farm</p>	<p>To know about where we live.</p> <p>Know the mini beasts around our environment</p> <p>Know farm animals and their life cycles</p> <p>Know about families of children around the world</p>	<p>To know about the differences in homes around our area</p> <p>To know features of our area.</p> <p>To know we can travel on foot around our community</p> <p>Know about lives of children around the world</p>
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Reception

<p>Know about me</p> <p>Know chronology of my life from birth to now</p> <p>To know how I have changed</p> <p>Know my new classroom environment</p> <p>Know locational knowledge and place knowledge – draw a simple journey to the Pumpkin Farm on the coach</p> <p>Know changing seasons - the environment outside. Geographical enquiry question: How much water is in Forest School across the year?</p> <p>Know how and why Harvest and Diwali are celebrated</p>	<p>Know seasonal changes from Autumn to Winter.</p> <p>Know locational knowledge and place knowledge – draw a journey to follow to the church with a start and end point</p> <p>To know about an event in the past</p> <p>Know who is in my family and differences with other families</p> <p>Know cultural festivals in my family and community</p> <p>Know how and why Christmas is celebrated</p> <p>To know about the Queen and King and where he lives</p> <p>To know about an event in the past</p>	<p>Know changes to weather and change to growth</p> <p>Investigate birds in the school grounds</p> <p>Fieldwork – Know the use of quadrants.</p> <p>Geographical enquiry question: How much water is in Forest School across the year?</p> <p>Know different changing materials</p> <p>Know different materials and their strength and resistance</p> <p>Know basic geographical vocabulary on journey around story land</p> <p>Know cultural customs in my family and community and how they have changed from the past. Know about Lunar New Year.</p> <p>Know special stories from the Bible</p> <p>Know about Kings and Queens and where they live through stories and non-fiction images</p>	<p>Know it's Spring and there will be preparation for growth and planting seeds</p> <p>To know that toys from the past were different to toys we have now</p> <p>To know that things change over time</p> <p>Know how to draw a map to show our classroom indoors and outdoors</p> <p>Know changing environment – explore our outdoor Hobbit Hole and see signs of Spring – label on our map</p> <p>Geographical enquiry: What will I see on a trip to the local shop? Photograph, order and discuss.</p> <p>Know how to make pancakes.</p> <p>Know features of our immediate area and what we see in Springtime.</p> <p>Know special stories from the Qur'an and how and why Holi is celebrated</p>	<p>Know the life cycles of some animals and me</p> <p>To know things change over time and that seeds grow</p> <p>Know key worker changes to service over time related to transport and services</p> <p>Know changes to the environment as summer comes</p> <p>Know cultural customs in my family and community – experience a pretend wedding and explore weddings</p> <p>Know animals that live in warmer countries near the middle of the earth and colder</p> <p>Know special places- churches and mosques</p> <p>Know how and why Eid is celebrated</p> <p>To know about Kings, Queens, princes and princesses through stories and the Queen's life</p>	<p>Know my place on earth and humans - looking at globes and space – know animals living in the wild in our country</p> <p>Know how we can help creatures by looking after our planet. Link to somebody swallowed Stanley. Geographical enquiry question: How many cars are on the staff car park?</p> <p>To know things change over time</p> <p>Know the different seasons, animals behaviour, weather</p> <p>Know how to create a map of FS area Fieldwork – Know the use of quadrants. Geographical enquiry question: How much water is in Forest School across the year? Create a river.</p> <p>Know we can review our quadrant use to compare seasons</p>
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				<p>Know cultural customs in my family and community</p> <p>Know different animals live in different countries.</p> <p>Know polar bears live in cold places</p>		<p>Know about floating and sinking – understanding the basic principles</p> <p>Know special places- mosques and mandirs</p>
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Expressive Arts and Design

Nursery	<p>Explore and know that there are different materials</p> <p>Explore and know there are different textures.</p> <p>Know to express ideas and feelings when exploring</p> <p>Know we can role play</p> <p>Know we can use a variety of flexible and open-ended resources</p> <p>Know different focused rhymes in singing and rhyme time.</p>	<p>Explore and know we can mix colour</p> <p>Use open ended resources to role play</p> <p>Know mark making can have meaning</p> <p>Know new songs - Nativity</p> <p>Know how to use simple percussion instruments</p> <p>Know to listen to sounds around them</p>	<p>Add new materials to work shop</p> <p>Begin to plan creations</p> <p>Know we can role play and with a variety of new resources</p> <p>Know to join materials</p> <p>Know new nursery rhymes and songs</p> <p>Know and sing songs daily</p> <p>To spend time listening to sounds in focused activities daily – know</p>	<p>Explore colour mixing and differences</p> <p>Develop drawing and model-making skills.</p> <p>Know we can give meanings to their drawings and models.</p> <p>Know a variety of songs and know how to move to the music/songs.</p> <p>Know our 'singing voice'</p> <p>Know sounds around us correctly</p>	<p>To decide what they are creating</p> <p>To select materials for a purpose</p> <p>Know the correct colour for a purpose</p> <p>Know how to draw from their imagination and from observations.</p> <p>Know we can make our 'singing voice' sound better</p> <p>Know how to create their own songs and rhymes</p>	<p>To discuss reasons for creations</p> <p>To discuss reasons for selected materials</p> <p>Know reasons for selected colours</p> <p>Know how to add detail to drawings like emotions on faces</p> <p>Know how to draw from observations independently</p> <p>Know to use listening skills to identify different sounds and compare</p>
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	Begin to develop listening skills		different sounds and how they are made		Know we can listen for longer periods of time to sound around them	Know and perform new learned songs from different cultures Know and explore musical instruments and discuss the pulse
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Reception

Know colour poster paint can be mixed and prime colours can make new colours

Know how to create a self-portrait using pencils

Know how to print by bark rubbing in Forest School

Know we can make sculptures using mud

Know steps and ingredients to bake bread

Know we can model making in construction and outdoor loose parts

Know junk can be used to model

Know dough can be used to manipulate

Know and tap out simple rhythms

Know and sing nursery focused rhymes and action songs

Know colour poster paint can be mixed and prime colours can make new colours – name the new colours

Know how to make firework pictures with paint

Know how to make leaf prints and sponge print

Know how to model make in construction and outdoor loose parts

Know we can use junk and joins to create models that represent real life objects

Know we can add textures in Dough

Know familiar stories and retell using puppets and small world enhancements including links to texts and Nativity

Know and sing new songs

Know colour poster paint can be mixed to make new colours and adding white will make colours paler

Know we can use collage using natural materials layering transient art

Know we can use collage to create dragon heads for use in dancing

Know how to hold and draw with charcoals to create observational drawings – winter themed branches

Know we can make sculptures using mud of different consistencies

Know we can collaborate when model making in construction and outdoor loose parts

Know we can plan our Junk modelling

Know to review creations

Know colour poster paint can be mixed to make new colours and adding white will make colours paler – make patterns

Know how to create transient art using natural materials – link to Mother’s Day creations

Know how to use charcoal to create observational drawings with careful use – seasonal crops and flowers

Know we can collaborate when model making in construction and outdoor loose parts

Know we can add textiles to our Junk modelling – include our plan

Know dough can have ingredients to make it more resistant

Know stories to perform

Know we can use powder paint with prime colours to create paint and colours

Know we can be more precise with collage using different shapes and resources

Know we can create observational drawings using black pen – seeds and flowers

Know to plan - do model making in construction and outdoor loose parts

Know we can review our junk modelling – plan – do- review

Know clay can be used to model – creating flowers adding detail

Know how to make dough using self-serve dough station

Know many stories have a problems

Know we can use powder paint with prime colours to create paint and colours - add white and know different colours created

Know we can model mud onto trees

Know natural printing using flowers

Know how to create representational drawing with pastels

Know how to and create Fathers’ Day pastel drawings framed

Know how to create observational drawings using black pen – Forest School area and seasonal changes

Know how to make own play dough taking account of consistencies

When performing know to use timings and expression

	<p>Know stories and build around toys with small world and role play</p>	<p>Know and create own dances in response to music</p> <p>Know the purpose of Christmas art cards, calendars, simple wood decoration</p>	<p>Know we can add colours and senses in dough</p> <p>Know we can retell own stories</p> <p>Know we can keep the pulse when listening to music</p> <p>Know own dances in response to music – link to dragon dancing</p>	<p>Know how to keep the pulse</p> <p>Know a Holi dance and drumming style</p> <p>Know own dances and perform in response to music</p>	<p>Know melody and pitch</p> <p>Know and keep the pulse when listening to music</p> <p>Know a butterfly dance</p> <p>Dance lessons :To move in different ways</p> <p>To copy actions from a teacher</p> <p>To move to the music</p> <p>To copy actions from a partner</p> <p>To create your own actions and movements</p>	<p>Know to plan - do model making in construction and outdoor loose parts</p> <p>Know to peer review and adapt creations / performances</p> <p>Know how to create performances combining dance, music and story telling</p>
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