



## EYFS Curriculum Overview

*Key progression from Nursery to the National Curriculum*

<b>EYFS Aspect of learning</b>	<b>Nursery</b>		<b>Reception</b>		<b>Links to National Curriculum</b>
	<i>Key learning</i>	<i>How this looks in practice</i>	<i>Key learning</i>	<i>How this looks in practice</i>	
<b>PHYSICAL DEVELOPMENT</b> Gross Motor skills	<i>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</i>	<i>We encourage children to transfer physical skills learnt in one context to another one.</i>  <i>We encourage children to paint, chalk</i>	<i>Revise and refine the fundamental movement skills they have already acquired:</i>	<i>We provide regular access to appropriate outdoor space.</i>  <i>We provide a choice of open-ended</i>	<i>PE</i> <i>Year 1 invasion games</i>  <i>Year 1 net games</i>

	<p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>	<p>or make marks with water on large vertical surfaces. These include walls as well as easels to stimulate large shoulder and arm movements. These experiences help children to 'cross the mid-line' of their bodies. When they draw a single line from left to right, we say, they don't need to pass the paintbrush from one hand to another or have to move their whole body along.</p> <p>We have a selection of outdoor mark-making tools which support large-muscle movements.</p> <p>We use a windy day box with streamers, flags etc to support large muscle movement.</p> <p>The nursery has a set of steps to come inside and outside and children are supported to use these independently.</p> <p>The outdoor area has a climbing frame/slide which helps children to develop to a range of large-muscle movements.</p> <p>We support children to build obstacle courses to develop balance and movement skills.</p>	<ul style="list-style-type: none"> <li>- rolling</li> <li>- crawling</li> <li>- walking</li> <li>- jumping</li> <li>- running</li> <li>- hopping</li> <li>- skipping</li> <li>- climbing</li> </ul>	<p>materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing.</p> <p>We provide regular access to floor space indoors for movement – This is in the form of a weekly PE session in the hall (planned from My PE Planning)</p> <p>In our PE session, we provide a wide range of activities to support a broad range of abilities.</p> <p>We allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p> <p>We model precise vocabulary to describe movement and directionality, and encourage children to use it.</p> <p>We have a dedicated PE sessions and 'movement development' (see My PE Planning) supports the development of movement skills.</p>	<p>Year 1 striking and fielding</p> <p>Year 1 athletics</p> <p>Year 1 gymnastics</p> <p>Year 1 dance</p>
<p><b>PHYSICAL DEVELOPMENT</b></p> <p>Gross Motor skills</p>	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>We model the vocabulary of movement – 'gallop', 'slither' – and encourage children to use it. Also model the vocabulary of instruction – 'follow', 'lead', 'copy' – and encourage children to use it.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>We provide children with regular opportunities to practise their movement skills alone and with others.</p> <p>We challenge children with further</p>	<p>PE</p> <p>Y1 Dance</p>

		<p>We provide opportunities for children to move to action songs and take part in dance activities.</p>		<p>physical challenges when they are ready, such as climbing higher, running faster and jumping further.</p> <p>We encourage children to conclude movements in balance and stillness.</p> <p>We allow for time to be still and quiet, including a calming own time at the end of each PE session.</p>	
<p><b>PHYSICAL DEVELOPMENT</b> Gross Motor skills</p>	<p>Continue to develop their movement and balancing.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>We encourage children to transfer physical skills learnt in one context to another one.</p> <p>We encourage children to paint, chalk or make marks with water on large vertical surfaces. These include walls as well as easels to stimulate large shoulder and arm movements. These experiences help children to 'cross the mid-line' of their bodies. When they draw a single line from left to right, we say, they don't need to pass the paintbrush from one hand to another or have to move their whole body along.</p> <p>We have a selection of outdoor mark-making tools which support large-muscle movements.</p> <p>We use a windy day box with streamers, flags etc to support large muscle movement.</p> <p>The outdoor area has a climbing frame/slide which helps children to develop to a range of large-muscle movements.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>We encourage children to be highly active and get out of breath at dinner time each day.</p> <p>We provide opportunities for children to, spin, rock, tilt, fall, slide and bounce as part of our PE sessions and outdoor play.</p> <p>We provide equipment such as prams and wheel barrows to build up strength and coordination.</p> <p>Children in our nursery use bikes to develop strength and coordination to prepare them for reception class.</p> <p>We provide children with equipment such as tyres, crates and wooden planks and encourage them to lift, carry and move them, to develop their strength.</p>	<p>PE</p> <p>Y1 Dance</p> <p>Y1 Gymnastics</p>

		<i>We support children to build obstacle courses to develop balance and movement skills</i>			
<b>PHYSICAL DEVELOPMENT</b> <i>Gross Motor skills</i>	<p><i>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width</i></p> <p><i>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.</i></p> <p><i>Collaborate with others to manage large items, such as moving a long</i></p>	<p><i>Encourage children to become more confident, competent, creative and adaptive movers.</i></p> <p><i>The outdoor area has a climbing frame/slide which helps children to develop to a range of large-muscle movements. Children can choose which way they would like to get to the top of the frame, which helps to develop a range of skills.</i></p> <p><i>We support children to build obstacle courses to develop balance and movement skills. Children are supported and guided when using the obstacle courses to develop their physical skills and make choices about how to move</i></p> <p><i>We explain why safety is an important factor in handling tools, and moving equipment and materials. We have clear and sensible rules for everybody to follow.</i></p>	<p><i>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</i></p> <p><i>Develop overall body-strength, balance, co-ordination and agility.</i></p>	<p><i>We encourage children to use a range of equipment. These include: wheelbarrows, balancing frames, crates, tunnels, tyres, structures to jump on/off, den-making materials, planks to balance on, ladders and wall bars.</i></p>	<p><i>PE</i></p> <p><i>Year 1 gymnastics</i></p>

	<i>plank safely, carrying large hollow blocks</i>				
<b>PHYSICAL DEVELOPMENT</b> <i>Gross Motor skills</i>	<i>Continue to develop their ball skills.</i>	<i>We encourage children to explore a range of balls in the outdoor environment and support them in developing some basic skills which will prepare them for more focussed skill development in reception class.</i>	<i>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</i>  <i>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</i>	<i>We provide a range of different sized 'balls' made out of familiar materials like socks, paper bags and jumpers that are softer and slower than real balls.</i>  <i>We introduce full-sized balls when children are confident to engage with them.</i>  <i>We introduce tennis balls, ping pong balls, beach balls and balloons.</i>  <i>We introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice.</i>  <i>We introduce children to balls games with, rules and targets when they have consolidated their ball skills.</i>  <i>Due to our outdoor space in the reception area, ball skills are taught through our dedicated PE session.</i>  <i>We have a dedicated PE sessions and 'ball skills' and 'throwing and catching (see My PE Planning supports this).</i>	<i>PE</i>  <i>Year 1 invasion games</i> <i>Year 1 net games</i>  <i>Year 1 striking and fielding</i>
<b>PHYSICAL DEVELOPMENT</b> <i>Fine Motor skills</i>	<i>Use one-handed tools and equipment.</i> <i>Uses scissors correctly.</i>	<i>We begin by showing children how to use one-handed tools (scissors and hammers, for example) and then guide them with hand-over-hand help. We gradually reduce the help you are giving and allow the child to use the</i>	<i>Develop the foundations of a handwriting style which is fast, accurate and efficient.</i>	<i>We encourage children to draw freely.</i>  <i>We engage children in structured activities: guide them in what to draw, write or copy.</i>	<i>ENGLISH</i>  <i>Year 1 writing transcription.</i>

	<p>Use a comfortable grip with good control when holding pens and pencil (tripod grip). (Consistently and independently use the tripod grip independently)..</p> <p>Show a preference for a dominant hand.</p>	<p>tool independently.</p> <p>The tripod grip is a comfortable way to hold a pencil or pen. It gives the child good control. The pen is pinched between the ball of the thumb and the forefinger, supported by the middle finger with the other fingers tucked into the hand. We help children to develop this grip with specially designed pens and pencils, or grippers. Encourage children to pick up small objects like individual gravel stones or tiny bits of chalk to draw with.</p> <p>We have daily dough gym session then move onto funky fingers sessions when children are ready. This helps to develop the fine motor skill needed to handle tools effectively.</p> <p>When children are ready, we learn to form set 1 letters in preparation for handwriting in reception class.</p>		<p>We teach and model correct letter formation.</p> <p>We continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). We provide extra help and guidance when needed.</p> <p>We plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.</p> <p>Children take part in daily handwriting sessions, following our school handwriting structure.</p>	
<p><b>LITERACY</b> Word reading</p>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>- spot and suggest rhymes -</li> <li>count or clap syllables in a word -</li> <li>recognise</li> </ul>	<p>We help children tune into the different sounds in English by making changes to rhymes and songs, like:</p> <ul style="list-style-type: none"> <li>- changing a word so that there is still a rhyme: "Twinkle, twinkle yellow car"</li> <li>- making rhymes personal to children: "Hey diddle diddle, the cat and fiddle, the cow jumped over Haroon."</li> </ul>	<p>Read individual letters by saying the sounds for them.</p>	<p>We help children to read the sounds speedily. This will make sound-blending easier.</p> <p>Our reading scheme follows our phonics pathway and children read books based on their current phonics level.</p> <p>We follow the Letters and sounds programme in school to teach phonics.</p>	<p>ENGLISH</p> <p>Year 1 word reading</p>

	<p>words with the same initial sound, such as money and mother</p> <p>- orally blend and segment.</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom - the names of the different parts of a book</li> <li>- page sequencing</li> </ul>	<p>We deliberately miss out a word in a rhyme, so the children have to fill it in: "Run, run, as fast as you can, you can't catch me I'm the gingerbread — ."</p> <p>We draw children's attention to the ends of words and change the initial letters to make rhyming words.</p> <p>We follow the Letters and Sound phonic scheme and structure and focus on phase 1 in nursery. We move onto phase 2 if children are ready.</p> <p>We draw children's attention to a wide range of examples of print with different functions. These could be a sign to indicate a bus stop or to show danger, a menu for choosing what you want to eat, or a logo that stands for a particular shop.</p> <p>When reading to children, we sensitively draw their attention to the parts of the books, for example, the cover, the author, the page number. Show children how to handle books and to turn the pages one at a time. Show children where the text is, and how English print is read left to right and top to bottom. Show children how sentences start with capital letters and end with full stops. Explain the idea of a 'word' to children, pointing out how some words are longer than others and how there is always a</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where</p>	<p>We ask children to work out the word you say in sounds: for example, h-a-t &gt; hat; sh-o-p &gt; shop.</p> <p>We show how to say sounds for the letters from left to right and blend them, for example, big, stamp.</p> <p>We help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' or 'igh' (phase 3 phonics). We provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p> <p>We listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping' (phase 4 phonics).</p> <p>We help children to recognise correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p> <p>We listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</p>	
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		<p>space before and after a word.</p> <p>We start to talk about story sequencing in preparation for reception.</p> <p>Children who are ready will start to read books at phase 2 phonic level.</p> <p>If we feel children are ready, we may give them a book without words in the summer term in preparation for reception class.</p>	necessary, a few exception words.	<p>We do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught.</p> <p>Children are not be required to use other strategies to work out words.</p>	
<b>LITERACY</b> Comprehension	Engage in extended conversations about stories, learning new vocabulary.	<p>We choose books which reflect diversity.</p> <p>Regular sharing of books and discussion of children's ideas and responses (dialogic reading) helps children to develop their early enjoyment and understanding of books. Simple picture books, including those with no text, can be powerful ways of learning new vocabulary (for example, naming what's in the picture). More complex stories will help children to learn a wider range of vocabulary. This type of vocabulary is not in everyday use, but occurs frequently in books and other contexts. Examples include: 'caterpillar', 'enormous', 'forest', 'roar' and 'invitation'.</p>	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	<p>We make the books available for children to share at school and at home.</p> <p>We avoid asking children to read books at home they cannot yet read.</p> <p>Our reading scheme follows our phonics pathway and children read books based on their current phonics level.</p>	<p>ENGLISH</p> <p>Year 1 reading comprehension</p>
<b>LITERACY</b> Writing	Write some letters accurately -an agreed set of letters are correctly formed.	Help children to learn to form their letters accurately. First, they need a wide-ranging programme of physical skills development, inside and outdoors. Include large-muscle co-	Form lower-case and capital letters correctly.	We have daily handwriting session to teach children how to form letters correctly. These include upper and lower case letters taught.	<p>ENGLISH</p> <p>Year 1 writing - handwriting</p>

		<p>ordination: whole body, leg, arm and foot. This can be through climbing, swinging, messy play and parachute games etc. Plan for small muscle co-ordination: hands and fingers. This can be through using scissors, learning to sew, eating with cutlery, using small brushes for painting and pencils for drawing. Children also need to know the language of direction ('up', 'down', 'round', 'back' etc).</p> <p>We teach children the first set of letters from our handwriting scheme.</p> <p>We do Big Write in nursery on a weekly basis to help develop early writing skills.</p> <p>We have daily dough gym and then funky fingers activities to help</p>			
<b>LITERACY Writing</b>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p>	<p>We motivate children to write by providing opportunities in a wide range of ways. For example, clipboards outdoors, chinks for paving stones, boards and notepads in the home corner. Children enjoy having a range of pencils, crayons, chinks and pens to choose from. Apps on tablets enable children to mix marks, photos and video to express meanings and tell their own stories. Children are also motivated by simple home-made books, different coloured paper and paper decorated with fancy frames</p> <p>We do Big Write in nursery on a</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>We show children how to touch each finger as they say each sound.</p> <p>For exception words such as 'the' and 'said', we help children identify the sound that is tricky to spell.</p> <p>We support children to form the complete sentence before writing.</p> <p>We help children memorise the sentence before writing by saying it aloud.</p>	<p><b>ENGLISH</b></p> <p>Year 1 writing – spelling</p> <p>Year 1 writing – composition.</p> <p>Year 1 writing – grammar and punctuation.</p>

		<p><i>weekly basis to help develop early writing skills.</i></p> <p><i>We have daily dough gym and then funky fingers activities to help children develop the fine motor skills needed for early writing.</i></p>		<p><i>We ask children to count the number of words in the sentence of their fingers.</i></p> <p><i>We only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</i></p> <p><i>We have two phonics sessions a day. One session is dedicated to the application of phonics in writing.</i></p> <p><i>We model how you read and re-read your own writing to check it makes sense.</i></p>	
<p><b>UNDERSTANDING OF THE WORLD</b> <i>The Natural World</i></p>	<p><i>Use all their senses in hands on exploration of natural materials.</i></p> <p><i>Explore collections of materials with similar and/or different properties.</i></p> <p><i>Talk about what they see, using a wide vocabulary.</i></p>	<p><i>We provide interesting natural environments for children to explore freely outdoors.</i></p> <p><i>Through our Little Explorers topic we make collections of natural materials to investigate and talk about (for example, leaves, shells, flowers, bark...)</i></p> <p><i>We provide equipment to support these investigations (for example magnifying glasses or a tablet with a magnifying app)</i></p> <p><i>We encourage children to talk about what they see.</i></p> <p><i>We model observational and investigational skills. Ask out loud: "I wonder if...?"</i></p> <p><i>We plan and introduce new</i></p>	<p><i>Explore the natural world around them.</i></p>	<p><i>We provide children with frequent opportunities for outdoor play and exploration.</i></p> <p><i>We encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</i></p> <p><i>We create opportunities to discuss how we care for the natural world around us.</i></p> <p><i>We offer opportunities to sing songs and join in with rhymes and poems about the natural world.</i></p> <p><i>After close observation, we draw pictures of the natural world, including animals (links in with the desserts topic) and plants (link in with the seasons).</i></p>	<p><b>SCIENCE</b></p> <p><b>Senses (Y1)</b></p> <p><b>Materials (Y1)</b></p>

		<p>vocabulary, encouraging children to use it to discuss their findings and ideas.</p>			
<p><i>The Natural World</i></p>	<p><i>Plant seeds and care for growing plants.</i></p> <p><i>Understand the key features of the life cycle of a plant and an animal.</i></p> <p><i>Begin to understand the need to respect and care for the natural environment and all living things</i></p>	<p><i>We look at growth and life cycles through our Spring and growth topic</i></p> <p><i>We show and explain the concepts of growth, change and decay with natural materials.</i></p> <ul style="list-style-type: none"> <li>- plant seeds and bulbs so children observe growth and decay over time (for example, potatoes, beans and flower seeds)</li> <li>- look after a plants in the classroom</li> <li>- watch flowers over time</li> <li>- observe an apple core going brown and mouldy over time</li> </ul> <p><i>We plan and introduce new vocabulary related to the exploration. We encourage children to use it in their discussions, as they care for living things</i></p> <p><i>We have a science working wall with photographs of activities carried out for children to refer to.</i></p> <p><i>We have books linked to science topic to refer back to (these are carried through into reception class).</i></p>	<p><i>Describe what they see, hear and feel whilst outside.</i></p> <p><i>Understand the effect of changing seasons on the natural world around them.</i></p>	<p><i>We encourage focused observation of the natural world.</i></p> <p><i>We listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</i></p> <p><i>Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in.</i></p> <p><i>We name, describe and compare familiar some plants as part the seasons.</i></p> <p><i>We name, describe and compare animals through the dessert animals topic.</i></p> <p><i>We weave in seasonal changes throughout the year and go on walks around our school grounds to look at the changes</i></p> <p><i>We guide children's understanding by draw children's attention to the weather and seasonal features. This us woven in throughout the year.</i></p> <p><i>As part of the welcome session each day, talk about the weather and record on our weather chart.</i></p>	<p><b>SCIENCE</b></p> <p>Plants (Y1)</p> <p>Animals, including humans (Y2)</p> <p>Living things and their habitats (Y2)</p> <p>Seasonal changes (Y1)</p>

				<p><i>We select texts to share with the children about the changing seasons.</i></p> <p><i>Throughout the year, we take children outside to observe the natural world and talk about the seasonal changes.</i></p> <p><i>We look for children incorporating their understanding of the seasons and weather in their play.</i></p> <p><i>As part of our work on seasons, we carry out investigations. These may include:</i></p> <p><i>Autumn: Do bigger leaves fall faster from tree than smaller leaves?</i></p> <p><i>Winter: How can we free the figure/animal from the ice?</i></p> <p><i>Spring:</i></p> <p><i>Summer: What is the best material for Mr Grumpy's boat? (Floating and sinking)</i></p>	
<p><b>UNDERSTANDING OF THE WORLD</b> <i>The Natural World</i></p>	<p><i>Explore and talk about different forces they can feel.</i></p>	<p><i>Forces are investigated through our Little Explorers topic</i></p> <p><i>We draw children's attention to forces.</i></p> <ul style="list-style-type: none"> <li><i>- how the water pushes up when they try to push a plastic boat under it</i></li> <li><i>- how they can stretch elastic, snap a twig, but can't bend a metal rod</i></li> <li><i>- magnetic attraction and repulsion</i></li> </ul>			<p><b>SCIENCE</b></p> <p><i>Forces (Y3)</i></p>

		<i>We plan and introduce new vocabulary related to the exploration, and encourage children to use it.</i>			
<b>UNDERSTANDING OF THE WORLD</b> <i>The Natural World</i>	<i>Talk about the differences between materials and changes they notice.</i>	<p><i>Materials are investigated through our Little Explorers topic</i></p> <p><i>We provide children with opportunities to change materials from one state to another.</i></p> <ul style="list-style-type: none"> <li><i>- cooking – combining different ingredients, and then cooling or heating (cooking) them (throughout the year)</i></li> <li><i>- melting – leave ice cubes out in the sun, see what happens when you shake salt onto them</i></li> </ul> <p><i>We explore how different materials sink and float.</i></p> <p><i>We explore how you can shine light through some materials, but not others. Investigate shadows.</i></p> <p><i>We plan and introduce new vocabulary related to the exploration, and encourage children to use it.</i></p>			<p><b>SCIENCE</b></p> <p><i>Materials (Y1)</i></p>
<b>UNDERSTANDING OF THE WORLD</b> <i>Past and Present</i>	<i>Begin to make sense of their own life-story and family's history.</i>	<p><i>We have our All about me and my family topic at the start of the year to help get to know the children and their families.</i></p> <p><i>We display have a display 'me and my family' where children bring in photographs of their immediate family</i></p>	<i>Talk about members of their immediate family and community.</i>	<p><i>This follows on from the all about me and my family topic in nursery. And links to the Being in my World topic from Jigsaw.</i></p> <p><i>We build further on this with: Photographs of the wider family (including grandparent I preparation</i></p>	<p><b>HISTORY</b></p> <p><i>What was a day like for our grandparents when they were Young? (Y1)</i></p>

		<p><i>to promote discussion. (This moves in in reception to include wider family members such as grandparents).</i></p> <p><i>We focus on immediate family – who lives in my house.</i></p> <p><i>We have a home learning task linked to family history and children are encouraged to talk about this back in school.</i></p>		<p><i>for year 1).</i> <i>Show and tell session about children’s family – things that are special to children and their family (show and tell bag)</i></p> <p><i>We give information about our own family, giving children time to ask questions or make comments.</i></p> <p><i>We use examples from real life and from books, show children how there are many different families.</i></p>	
<p><b>UNDERSTANDING OF THE WORLD</b> <i>People, Culture and Communities</i></p>			<p><i>Draw information from a simple map.</i></p>	<p><i>We draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</i></p> <p><i>This links in with our maths curriculum and the White Rose topic – mapping (On the move – spatial reasoning 4).</i></p> <p><i>We familiarise children with the name of the place where they live.</i></p> <p><i>As part of the Jobs people do in my community topic, go on a visit to the library, look at the route on Google maps and draw a simple map of the journey on return.</i></p> <p><i>The postman – we walk to the post box to post a letter, look at the route on Google maps and draw a map on return.</i></p> <p><i>We offer opportunities for children to</i></p>	<p><b>GEOGRAPHY</b></p> <p><i>Local study (Y1)</i> <i>Costal study (Y1)</i></p>

				<p>choose to draw simple maps of for when they walk to the library and maps from imaginary story settings they are familiar with (include story maps/story journey maps).</p>	
<p><b>UNDERSTANDING OF THE WORLD</b> People, Culture and Communities</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>This links to our All about me and my family topic</p> <p>We display a simple map to ignite interest and promote discussion.</p> <p>We use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences. Links to jigsaw – being in my world</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>This links to our deserts topic (Arctic and Sahara – cold and hot). This helps prepare children for the hot and cold topic that they learning about in year 2.</p> <p>We compare Arctic and Sahara desert animals and farm animals (links to nursery).</p> <p>We compare the deserts with where they live – how do they differ?</p> <p>We use relevant, specific vocabulary to describe contrasting locations.</p> <p>We use images, video clips, shared texts and other resources to bring the wider world into the classroom. We listen to what children say about what they see. Through our desert animals topic, we – compare a hot and cold desert environment to the one where we live.</p> <p>We share non-fiction texts that offer an insight into contrasting environments.</p> <p>We listen to how children communicate their understanding of their own environment and</p>	<p><b>GEOGRAPHY</b> Hot and Cold places (Y2)</p>

				<i>contrasting environments through conversation and in play.</i>	
<b>EXPRESSIVE ARTS AND DESIGN</b> <i>Being Imaginative and Expressive</i>	<p><i>Remember and sing entire songs.</i></p> <p><i>Sing the pitch of a tone sung by another person ('pitch match').</i></p> <p><i>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</i></p> <p><i>Create their own songs, or improvise</i></p>	<p><i>When teaching songs to children we are aware of our own pitch (high/low). Children's voices are higher than adult voices. When supporting children to develop their singing voice we use a limited pitch range. For example, 'Rain rain' uses a smaller pitch (high/low) range than many traditional nursery rhymes. Children's singing voices and their ability to control them is developing. We encourage them to use their 'singing' voice: when asked to sing loudly, children often shout</i></p> <p><i>We sing slowly, so that children clearly hear the words and the melody of the song.</i></p> <p><i>We use songs with and without words – children may pitch-match more easily without words. For example, using one-syllable sounds such as 'ba'.</i></p> <p><i>We clap or tap to the pulse of songs or music, and encourage children to do this.</i></p> <p><i>Nursery take part in a Christmas show with the reception class and the focus in nursery is on singing a range of songs.</i></p>	<i>Sing in a group or on their own, increasingly matching the pitch and following the melody.</i>	<p><i>Music is taught weekly by MAPAS. This is planned based on reception topics and feeds into the music curriculum in year 1 and beyond.</i></p> <p><i>In preparation for year 1 we play pitch-matching games, humming or singing short phrases for children to copy.</i></p> <p><i>We use songs with and without words – children may pitch match more easily with sounds like 'ba'.</i></p> <p><i>We sing call-and-response songs, so that children can echo phrases of songs we sing.</i></p> <p><i>We introduce new songs gradually and repeat them regularly. We teach children a key selection of songs and rhymes and these are planned in conjunction with nursery.</i></p> <p><i>We sing slowly, so that children can listen to the words and the melody of the song</i></p> <p><i>The focus of music session will be more weighted towards singing but Instruments will still be used to support the sessions.</i></p>	<p><b>MUSIC</b></p> <p><i>Unit 1 (Y1)</i></p> <p><i>Unit 2 (Y1)</i></p>
<b>EXPRESSIVE ARTS AND DESIGN</b> <i>Being Imaginative and</i>	<i>Play instruments with increasing control to express their feelings</i>	<i>We offer children a wide range of different instruments, from a range of cultures. This might include musical</i>	<i>Explore and engage in music making and dance, performing</i>	<i>We notice and encourage children to keep a steady beat, this may be whilst singing and tapping their</i>	<b>MUSIC</b>

Expressive	and ideas.	<p>apps on tablets.</p> <p>We encourage children to experiment with different ways of playing instruments. We listen carefully to their music making and value it. For example, we record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.</p> <p>We model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.</p>	solo or in groups	<p>knees, dancing to music, or making their own music with instruments and sound makers.</p> <p>Instruments are provided in independent play outside to allow children to explore and make their own music.</p> <p>We use music making app on ipad to make own music.</p> <p>We teach a dance unit as part of our PE sessions (see my PE planning).</p> <p>We use play movement and listening games that use different sounds for different movements. For example, march to the sound of the drum or creep to the sound of the maraca.</p> <p>We play music with a pulse for children to move in time with and encourage them to respond to changes: For example, they could jump when the music suddenly becomes louder.</p> <p>We encourage children to create their own music and instruments are provided in independent play outside to allow for this.</p>	Unit 2 (Y1) Unit 4 (Y1)
<b>EXPRESSIVE ARTS AND DESIGN</b> Being Imaginative and Expressive	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and</p>	We help children to develop their listening skills through a range of active listening activities. We notice how' children listen well, for example: listening whilst painting or drawing, or whilst moving. This links to phase 1	Listen attentively, move to and talk about music, expressing their feelings and responses.	We give children an insight into new musical worlds. We introduce them to different kinds of music from across the globe. We link these in with topics and cultural festivals.	MUSIC  Unit 3 (Y1)

	feelings.	letters and sounds and include sound matching games. We develop listening skills through Can Do Music sessions.		We encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.	
<b>EXPRESSIVE ARTS AND DESIGN</b> <i>Exploring Media and Materials</i>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>	<p>We offer opportunities to explore scale. These may include</p> <ul style="list-style-type: none"> <li>- long strips of wallpaper</li> <li>- child size boxes</li> <li>- different surfaces to work on e.g. paving, floor, tabletop or easel</li> </ul> <p>We listen and understand what children want to create before offering suggestions.</p> <p>We provide a range of resources for children. These include glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes and hammers and nails Children move from using glue sticks to PVA glue with brushes and spreaders and then masking tape</p> <p>When children start at nursery, materials are pre-cut ready for the children to use. We move on as skills develop and provide materials that children have to cut themselves.</p>	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	<p>We provide children with a range of materials for children to construct with. We encourage them to think about and discuss what they want to make. We discuss problems and how they might be solved as they arise. We reflect with children on how they have achieved their aims.</p> <p>We each children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Building on from the resources used for fixing in nursery, we add in paper clips, string, sellotape, hole punch and paper fastening. Children are taught how to use these resources as they are introduced and we spend time with children developing independence with these skills.</p> <p>Building on from nursery, we provide material for children that they can cut themselves.</p> <p>We provide a range of materials and tools and teach children to use them with care and precision. We promote independence, taking care not to introduce too many new things at once.</p>	<p>DT</p> <p>Making a moving story book (Y1)</p> <p>Constructing a windmill (Y1)</p>

<b>EXPRESSIVE ARTS AND DESIGN</b>	<i>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</i>	<i>We provide lots of flexible and open-ended resources for children's imaginative play. These include tyres, crates, boxes, wooden blocks ...</i>			<i>DT</i> <i>Constructing a windmill (Y1)</i>
<b>EXPRESSIVE ARTS AND DESIGN</b> <i>Exploring Media and Materials</i>	<p><i>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</i></p> <p><i>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</i></p> <p><i>Use drawing to represent ideas like movement or loud noises.</i></p> <p><i>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</i></p> <p><i>Explore colour and colour mixing.</i></p>	<p><i>We help children to develop their drawing and model making. We encourage them to develop their own creative ideas. We spend sustained time alongside them. Showing interest in the meanings children give to their drawings and models. We talk together about these meanings.</i></p> <p><i>We encourage children to draw from their imagination and observation. We provide range of things for observational drawing natural materials such as flowers and plants.</i></p> <p><i>We help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.</i></p> <p><i>We talk to children about the differences between colours. Help them to explore and refine their colour mixing - for example: "How does blue become green?"</i></p> <p><i>We use the Play project (Gregg Bottrill) once a fortnight to further develop children's creative skills.</i></p>	<i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i>	<p><i>We teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.</i></p> <p><i>In line with the rest of the school , we focus on an Artist's work and take ideas from this for our own art work. Artist Kadinsky</i></p>	<i>ART</i> <i>Lines and marks (Y1)</i> <i>Shapes (Y1)</i>

		<i>In line with the rest of the school , we focus on an Artist's work and take ideas from this for our own art work. Artist Damian Hurst.</i>			
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