

EYFS Aspirations-led Curriculum

Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
Main enquiry	Who am I?		How do I stay happy and healthy?		What is the world around me like?							
Possible lines of enquiry (but not limited to...)	<p>Who is special to me? Me and my family My home and community Making friends Expressing myself</p>	<p>What events do we celebrate? How can we celebrate together? Important days to me – birthdays Important days to my community – Remembrance, Bonfire Night, Christmas Similarities and differences Our local area and seasonal changes</p>	<p>How do I care for myself? Who cares for me? Who keeps us safe? Important people in our community. Do all grown ups wear a uniform? Road and rail safety Hygiene and self-care e.g. toothbrushing</p>	<p>How do we take care of our world? What do plants need to grow? Where does our food come from? How can we grow our own food/plants? Signs of spring in and around school. How/why do living things change as they grow? Why is it important to look after nature? Recycling/reducing pollution</p>	<p>What do stories tell us about the world? How does Stoborough compare to other areas of the UK e.g. London Comparisons with other countries UK wildlife compared with other countries How are wild animals different from pets? Landscapes, habitats and cultures around the world How do animals change as they grow (including people) Keeping our world safe</p>	<p>How has our world changed? What was the world like when dinosaurs were alive? Why did the dinosaurs disappear? What can fossils tell us about the past? The Jurassic coast Important people who helped change the world e.g. explorers. Palaeontologists How has our local area changed? (Jurassic coast)</p>						
Experiences	<ul style="list-style-type: none"> Home visits / starting school Birthday celebrations/important days for me Participating in Harvest Festival celebrations Using resources to be creative, and express myself in different ways – art, music, dance. 	<ul style="list-style-type: none"> Autumn walk to notice seasonal changes – making collections and sorting natural loose parts, conkers, acorns. Noticing animals and plants in our school grounds. How can we help them – bug hotel, bird feeder etc. Planting and growing seasonal vegetables e.g. carrots, parsnips. Making vegetable soup with seasonal vegetables. A walk around school and the local area to notice landmarks and people. Participating in celebrations: Bonfire Night, Remembrance Day, Christmas. Making crafts to sell at Christmas fayre Nativity performance 	<ul style="list-style-type: none"> Visits from members of our local community e.g. firefighters, police officers, school crossing patrol. Who are they? What can they do to help us? Walks around the local community e.g. visiting shops, dentist, parks. Winter walk to notice seasonal changes. Participating in celebrations: New Year, Pancake Day, Valentines Day New Year in different cultures. 	<ul style="list-style-type: none"> Planting and growing e.g. sunflowers, beans, berries. Take care of them and observe them grow and change. Learning about insect friendly plants Sunflower challenge – growing our own sunflowers to see how tall they can grow. Caring for caterpillars and observing them transform into butterflies. Learning about life cycles of other animals e.g. tadpoles or chicks. Spring walk – to notice seasonal changes. Participate in celebrations: Easter, Mother’s Day. Easter service at St. Marys Church 	<ul style="list-style-type: none"> Visit from Creature Teachers – handling and observing animals up close? Visit to the Sealife Centre? Walks in local area to observe wildlife e.g. bird watching Comparisons with other countries Create and label own maps Investigate maps of our school and local area. Investigate globes, atlases and maps of the world, identifying where our families are from. Harvesting and caring for our home-grown food. 	<ul style="list-style-type: none"> Mystery egg appeared – what is inside? Where did it come from? Visit to the Dinosaur museum/Dorset museum/Science zone Bournemouth – dinosaur workshop? Create and label own maps Investigate maps of our school and local area. Investigate globes, atlases and maps of the world, identifying where our families are from. Harvesting our home-grown food Stories about the past e.g. dinosaurs, toys. Seasons – looking for signs of summer. Summer walk around the school grounds. 						
Practitioner Oracy Focus	<p>Introduce visuals consistently across EYFS. Model using language appropriately to communicate needs – commentary, repeating back, clarifying, Model good listening and find opportunities to create shared attention and keep interactions going. Model positive language to build a positive self-image using CoETL</p>	<p>Use narration to model thinking and problem solving. Model asking questions to find out more and distinguish between a question and a fact. Extend interactions by adding vocabulary. Draw attention to misconceptions by offering alternative points of view. Model using language of negotiation. Recap on prior learning and experiences. Model taking turns to generate a back-and-forth conversation.</p>	<p>Model making links between different environments using language of comparison. Model describing changes to seasons and environments. Extend children’s vocabulary adding adjectives or using tier 3 vocabulary. Suggest ideas for how things have changed and encourage children to offer their ideas. Suggest ideas for why things might change. Encourage children to narrate their thinking and problem solving. Model imagining, posing questions such as ‘what might it be like to...?’ and ‘what if...?’. Support children to recall simple facts.</p>	<p>Model remembering about changes to seasons from autumn to winter. Model using language related to the past. Remind children of activities and challenges they have encountered so far and how they solved them. Recap on prior learning and experiences. Model explaining why things happen and how things work, using clear, simple language. Introduce subject specific (tier 3) language. Pose ‘how’ and ‘why’ questions, modelling how these could be answered. Encourage children to ponder and ask questions, providing sentence stems as required.</p>	<p>Model posing problems, introducing the language of ‘could’, ‘might’, ‘shall’, ‘should’, ‘what if’ related to problems. Use narration to model thinking and problem solving and encourage children to do the same. Draw attention to misconceptions, encouraging children to describe what they can see and how this differs to the misconception. Model using subject specific language. Model explaining why things happen and how things work, using clear, simple language.</p>	<p>Recap on prior learning and experiences. Encourage children to recall and use subject specific vocabulary. Model your thinking to make comparisons between places, drawing on prior knowledge and experience Encourage children to describe what they can see and make comparisons with other places. Model your thinking related to planning a celebration, considering all the elements e.g. food, decorations, activities.</p>						
Key texts Fiction & non fiction	What makes me, me? - Ben Faulkes	In every house on every street - Jess Hitchman	Tree: Seasons come, seasons go – Patrica Hegarty	The longest wait – Alison Brewis	A Superhero Life You – Dr Ranj	The Jar of Happiness – Aisla Burrows	Luna Loves Gardening – Joseph Coelho	Pip and Egg – Alex Latimer	The Big Book of the Blue – Yuval Zommer	Chapatti Moon – Pippa Goodhart	The Dinosaur Next Door –	Dinosaur Lady: The daring discoveries of Mary Anning

Parallel texts	 	 	 	 	 	 	 	 	 	 	 	

Autumn Term

To show confidence and emotional resilience when overcoming a challenge.

Milestones <i>Children can....</i>	Implementation <i>Adults will.... so that children can...</i>	Additional enhancements and interests	Resources
<p>By the end of Autumn Term... Children have formed secure attachments with the adults in EYFS and feel safe and comfortable in school. They come into school confidently and independently. Children are familiar with our daily routine and willingly participate in group activities. They understand our rules and can abide by them, with some prompting from adults. Children have formed some secure friendships. They play alongside others and as part of a small group, sharing resources and using language to extend their ideas. Children seek adult support when there is a conflict in their play. They work with an adult to find a solution for their problem. Children are beginning to label how they are feeling, using words such as 'happy', 'sad' and 'angry'. They are starting to recognise how others are feeling.</p>	<p>Adults create a safe, nurturing environment and build strong, trusting relationships. Children are encouraged to take risks and supported to persevere through challenges. A predictable daily routine is established. The visual timetable is used and referred to throughout the day. Transitions are calm and well-prepared. Adults engage in open conversations about feelings, helping children identify and label emotions. Strategies for self-regulation are taught during provision and through Jigsaw PSHE sessions. Co-regulation and restorative conversations support empathy, active listening, and reflection. Calm spaces are available indoors and outdoors, which are always accessible for children. Adults will plan the provision to ensure it offers a balance of achievable tasks with appropriate challenge. Adults scaffold learning so that these tasks can eventually be achieved independently. Widgit symbols are used across the environment to promote autonomy. Adults celebrate children's achievements during our 'Share and Shine' sessions, valuing both the process and the outcome. Celebration Worship recognises confidence through 'Values Leaf' awards. Parents contribute 'WOW' moments via Tapestry, which are acknowledged by the teacher and shared with the class.</p>	<p>Home corner: Provide items that are familiar to the children, encouraging independent use during imaginary play. For example, 'real' crockery, pans, empty food cartons. Add enhancements that link to particular interest e.g. a pet kitten with accessories.</p> <p>Outdoors: Opportunities for risky play, e.g. balancing beams, den building, stepping stones, the climbing wall, large-scale construction resources.</p> <p>Construction: Large construction resources e.g. larger wooden blocks, loose parts, wood slices. Creating opportunities for problem-solving, trial and error and collaboration. Model table for displaying their creations.</p> <p>Turn-taking games and puzzles: Linked to children's interests. Introduce and play with the children, modelling turn-taking, the rules of the games and winning/losing.</p> <p>Book corner: Books about overcoming challenges and recognising emotions e.g. The Stompysaurus. Sensory resources to support regulation e.g. timer, fidget tools. Adult will model how to use these during co-regulation.</p> <p>Creative area: Junk modelling, painting station (primary colours, black and white only to encourage colour mixing)</p> <p>Simple instructions with reminders as part of routines – what will you do first? What will you do next?</p> <p>Emotion check in station – children can share how they are feeling. Calm space with timers, sensory/calming resources etc.</p> <p>Positive play week (Anti-bullying) – identifying how to show kindness to others while we play</p>	<p>Items for home corner e.g. plates, mugs, cutlery, cooking utensils, saucepans, washing up bowl, sponge, aprons, phone, baby, cot, highchair etc.</p> <p>Large items for outdoor construction and risky play e.g. crates, tyres, wooden planks, wooden blocks.</p> <p>Loose parts for indoor construction e.g. wooden blocks, log slices, pebbles, sticks.</p> <p>Variety of puzzles and games.</p> <p>Emotion visuals, sensory resources e.g. fiddle tools.</p> <p>Visuals to support routines, sequencing and independent choice throughout provision.</p>

C&L	PSED	PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> -Understands instructions that have two parts. -Understands why questions. -Uses sentences of up to 4 words. -Be able to express a point of view e.g. "I don't like..." -Uses words to negotiate with others (with adult support) -Use talk to organise themselves and their play e.g. "I am the Mummy and you are the baby." 	<ul style="list-style-type: none"> -Select and use activities and resources, with help when needed. -Seeks familiar adults for comfort and support. - Demonstrates increasing confidence in social situations. -Play collaboratively with one or more children. -Understand that we have similar/different interests and ideas. -See themselves as a valuable individual. -Say "Stop, I don't like it" as a strategy to resolve conflicts. -Learn that to be a good friend, they need to be kind. -Talk about their feelings using words like 'happy', 'sad', 'angry' and 'worried'. -Show some understanding of how others might be feeling, with prompting. -Use words such as "well done" to congratulate and support others. 	<ul style="list-style-type: none"> -Refine fundamental movements e.g. walking, running, hopping, skipping, riding a scooter, climbing. -Move around, showing some awareness of others. -Use large muscle movements in their play e.g. waving streamers and flags, paint and make marks. -Skip, hop, balance and stand on one leg e.g. musical statues. -Take part in group activities which they have made up themselves. -Match physical skills to activities e.g. 2 children working together to carry a plank. -Use one-handed tools and equipment e.g. making snips in paper with scissors. -Show a preference for a dominant hand. -Be increasingly independent with tasks e.g. putting on coat or shoes. 	<ul style="list-style-type: none"> -Engage in extended conversations about stories. -Use new vocabulary from stories in context. -Use some print and letter knowledge in their early writing. -Write some letters accurately. -Show some understanding of the link between sounds and letters. -Orally blend the sounds heard in words e.g. c-a-t = cat -Orally segment the sounds heard in words. 	<ul style="list-style-type: none"> -Experiment with their own symbols and marks for recording amounts. -Solve real world mathematical problems with numbers up to 5. -Recite numbers past 5. -Subitise up to 3 objects, without counting. -Compare quantities using language such as 'more' and 'fewer'. -Recognise when two amounts are the same. -Understand and use prepositional language. -Make comparisons between objects based on size, weight or capacity. -Select shapes appropriately for tasks. -Combine shapes to make new ones e.g. putting two curved blocks together to make an arch. -Extend and create ABAB patterns. -Notice and correct an error in a repeating pattern. 	<ul style="list-style-type: none"> -Talk about what they see, using a wide vocabulary. -Asks simple questions/wonder about what they see e.g. "I wonder if..." -Identify members of their own family -Recognise that families are all different and that's ok. -Shows an understanding of their own family history. -Develop positive attitudes towards people. -Explore how things work. -Explore and talk about forces they can feel. 	<ul style="list-style-type: none"> -Take part in simple pretend play, using an object to represent something else e.g. pine cones to represent pasta. -Develop narratives in their play. -Use small world equipment to build storylines, independently and alongside others. -Make imaginative and complex 'small worlds'. -Explore different materials freely, developing ideas for how to use them. -Join different materials and explore different textures. -Draw with increasing complexity and detail -Show different emotions in their drawing. -Explore colour and colour mixing. -Respond to what they have heard, expressing their thoughts and feelings. -Remember and sing entire songs. -Create their own song or improvise a song around one they know. -Play instruments with increasing control to express ideas and feelings.

To choose a favourite story and retell in their own way to a small audience using props, costumes and music effects.

Milestones <i>Children can....</i>	Implementation <i>Adults will.... so that children can...</i>	Additional enhancements and interests	Resources
<p>By the end of Autumn Term... Children are beginning to develop a love for stories. They can listen to a short story, sustaining their focus. They can talk about what is happening in the story. Children are beginning to make links between the stories that they hear and their own experiences. They join in with repeated refrains from familiar stories. They begin to remember and join in with book language, and can use props to retell some of a story that is familiar to them. They begin to use book language, sometimes with adult support. Children speak in short sentences which can be understood by others. In play, children talk about events from their own lives. They engage in back-and-forth conversations to keep pretend play going. They recreate representations of imaginary and real-life ideas, events and objects. Children begin to use recently introduced vocabulary, including those from stories, in a range of contexts.</p>	<p>Adults provide a range of stories, many of which are familiar to children and are linked to their pre-school experiences. Adults read aloud to children daily, modelling how to hold the book and turn the pages. We immerse children in the story through the use of props, intonation and expression. We model linking events of the story to our own experiences and encourage children to do the same, through open-ended questioning. Adults model correct pronunciation and grammar when repeating the responses back to children. Adults re-read familiar stories, allowing children to join in with known phrases and become familiar with the sequencing and story structure. Adults create inviting and cost reading spaces, both indoors and outside, alongside the children. Props to support storytelling are readily available in the provision, e.g. story spoons, role play masks and puppets. Adults support children with sequencing and retelling familiar stories. Adults provide a range of dressing up resources e.g. hats, glasses, bags, shoes to encourage children to create a character in their play. Adults teach and model story language and vocabulary within the provision e.g. role play, small world. Adults prompt children to extend their narratives e.g. "I wonder what the wolf did next...?" Untuned percussion instruments are readily available in the provision, supporting children's exploration of sound. A CD player is available in the outdoor provision, which plays familiar nursery rhymes for the children to sing along to. All children are given an opportunity to participate in our EYFS/KS1 nativity. This involves learning songs, dressing up as a character and learning performance skills e.g. facing the audience, facial expressions. Throughout the first term, adults observe children and identify those who require additional language support. Wellcomm screening takes places as part of our baseline assessments. The outcomes of these are used to plan interventions for those children that require additional support with their language development. Adults celebrate children's achievements during 'Share and Shine' time. This aims to raise their confidence, motivation and self-esteem. It may also inspire other children in their play.</p>	<p>Nursery rhyme spoons and 'rhyme bags' with props – to encourage children to independently sing familiar rhymes.</p> <p>Mini-me characters (children and staff) in the small world area. Variety of open-ended resources to support independent story telling e.g. sticks, stones, animals.</p> <p>Practising nativity songs and dances as a class/in groups. Encourage children to join in with words and actions.</p> <p>Stage set up in outdoor area. Musical instruments and Nursery rhyme prompts available.</p> <p>Variety of books that are linked to interests, current celebrations/topics e.g. harvest festival, christmas and reflect the cohort e.g. books with children about diabetes/hearing aids to represent some of the medical needs in our class.</p> <p>Visit to Wareham library – learn about what the library is, listen to stories being read by the Librarians and explore the books and resources they have available. Inspire children to visit and use the library with their families.</p> <p>Introduce children to the school library. Use Widgit visuals to teach children how to use the library e.g. 1 book at a time, scan it out, bring it back.</p> <p>Dressing up opportunities with familiar items linked to home lives and familiar texts.</p>	<p>Variety of books – familiar and unfamiliar</p> <p>Bank of Nursery rhymes, with matching rhyme spoons/rhyme bags</p> <p>Story sacks/story spoons/props for retelling familiar stories</p> <p>School library visits – plus visual instructions for how to access this and use it independently.</p> <p>Dressing up accessories e.g. hats, material, glasses, jewellery.</p>

Autumn Term

C&L	PSED	PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> - Uses simple social phrases e.g. good morning, good afternoon, thank you, sorry. - Know it's their turn to speak when indicated by an adult or peer. - Engages in independent imaginary play, manipulating props and resources. - Engages in imaginary play with, or alongside, others. - Engages in story times, listening attentively. - Engages with both fiction and non-fiction texts, learning new vocabulary. - Uses new vocabulary in context, when discussing the text or in their imaginary play. - Talks about stories, remembering much if what happened. 	<ul style="list-style-type: none"> - Select and use activities and resources (with help when needed.) - Say "stop, I don't like it" as a strategy to resolve conflicts - Begin to negotiate with others e.g. "I'll go first, then you can have it afterwards." - Know appropriate ways of being assertive in their play. - See themselves as a valuable individual. - Showing increased confidence in social situations. - Understand people can be good at different things. - Learn that to be a good friend, they need to be kind. - Play with one or more children, extending and elaborating play ideas. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Be considerate towards others' feelings 	<ul style="list-style-type: none"> - Travels competently in a variety of ways e.g. running, skipping, jumping, hopping, sliding) - Demonstrates good spatial awareness when moving around others/obstacles. - Moves with energy e.g. dancing. - Uses large muscle movements in their play e.g. waving streamers. - Match physical skills to activities e.g. 2 people to carry a large plank. - Uses smaller construction resources e.g. lego blocks, sticklebricks. - Grip a pencil between two fingers and thumb (tripod grip.) - Use one-handed tools and equipment e.g. making snips in paper with scissors. 	<ul style="list-style-type: none"> - Find the title of the book. - Know that the title tells us something about the book. - Pick out simple information from books (fiction and non-fiction) - Talks about stories and can remember much of what happens. - Joins in with repetitive refrains. - Retells simple stories. - Identify their favourite parts of texts. - Develop phonological awareness so that they can spot and suggest rhymes, count or clap syllables in words, recognise words with the same initial sound, hear and say initial sounds in words and orally blend. - Read individual letters by saying the sounds for them (Set 1) - Orally segment the sounds heard in words. - Represent the initial sound in simple words. 	<ul style="list-style-type: none"> - Join in with number rhymes and counting activities. - Solve real world mathematical problems with numbers up to 5. - Compare quantities using language such as 'more than' or 'less than'. - Understand and use positional language. - Select shapes appropriately for tasks. - Combine shapes to make new ones. - Put familiar events in order (e.g. meals: breakfast, lunch, dinner) 	<ul style="list-style-type: none"> -To compare and contrast characters from stories including figures from the past. -Use technology to take photographs of objects and places. -Show an interest in different occupations. -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> - Develop stories using small world equipment like animal sets, dolls and dolls houses etc - Develop storylines and use story language in their pretend play. - Use simple actions to accompany songs and rhymes. - Remember and sing entire songs. - Match their pitch to the song/singer when singing. - Sing the melodic shape of familiar songs. - Create their own songs or improvise around one they know. - Play percussion instruments with increasing control and intention.

<ul style="list-style-type: none"> - Uses story telling language e.g. once upon a time, suddenly, then/next, happily ever after. - Creates imaginative and complex small world scenarios. - Begin to develop storylines in their imaginary play. - Take on a role in their play e.g. firefighter, Mum/Dad. - Copy a modelled character voice. - Sing a repertoire of nursery rhymes and songs. - think about the perspectives of others - Take part in acting out a known story e.g. nativity - Know when it is their turn to speak within a performance. 	<ul style="list-style-type: none"> - Talk about and express their feelings and the feelings of others. 		<ul style="list-style-type: none"> - Represent initial, medial and end sounds in CVC words using taught phonics. - Write the sounds in CVC words in the correct order. 			
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To know what celebrations look like in different communities and work collaboratively to plan, create and take part in a celebration.

Milestones <i>Children can....</i>	Implementation <i>Adults will.... so that children can...</i>	Additional enhancements and interests	Resources
<p>By the end of Autumn Term... Children begin to use recently introduced vocabulary from books, stories and images in a range of contexts. They name what they can see and incorporate these words into their play. Children begin to recreate real-life ideas, events and objects through role play and creative activities. Children respond to simple 'who', 'what', and 'why' questions with support and talk confidently about their own lives, likes, dislikes, families, and important events/celebrations. They see themselves as valuable individuals and begin to notice similarities and differences between themselves and others. Children can name and participate in some national festivals and celebrations e.g. Harvest festival, Bonfire Night and Christmas., as well as birthdays. They make cards, decorations and props for celebrating these occasions.</p>	<p>Adults introduce stories, images and artifacts linked to celebrations throughout the term. New vocabulary is introduced to children in context and within sentences to support children to develop their use of the vocabulary. Widgit symbols will be provided to support these where necessary. Adults encourage the children to talk about celebrations they participate in at home. Adults ask 'who', 'what' and 'why' questions and model responding to them to support children's development. Adults model how to represent real-life and imaginary events through play, narrating and commenting on their actions to provide language and ideas for children to imitate. Adults will ensure that children and their families are represented within the classroom. Photos and/drawings of families are displayed in the home corner, and books and resources represent the families within our cohort. Alongside this, books and resources will represent a diverse range of communities and celebrations that the children may not have encountered within our small village community. Adults celebrate children's birthdays with a card and a birthday song. They provide opportunities, props and resources for children to participate in national celebrations, e.g. Harvest festival, Christmas e.g. decorating a Christmas tree, making Christmas cards. Adults provide opportunities for children to explore and re-create celebrations independently through role play and small world enhancements, using "real" objects and resources where appropriate. Adults celebrate children's achievements during 'Share and Shine' time. This aims to raise their confidence, motivation and self-esteem. It may also inspire other children in their play.</p>	<p>Festivals and celebrations relevant to the children: Harvest festival, bonfire night, Christmas, Remembrance Day, Diwali. (Ensure some celebrations are non-religious to allow Jehovah's Witness children to participate)</p> <p>Participating in the Nativity performance, making items to sell at the Christmas fayre, Christmas party day, Father Christmas experience.</p> <p>Artifacts and resources for different celebrations in the role play area and small world areas e.g. Christmas decorations. Listening to traditional music from a range of cultures/celebrations</p> <p>Birthday cards and decorations</p> <p>Opportunities to make decorations and cook/bake food for celebrations e.g. Gingerbread men at Christmas</p> <p>Variety of books which represent different families, cultures and celebrations. Story sacks/storytelling baskets to enable children to explore and retell stories and use vocabulary.</p> <p>Planting seasonal vegetable, linking to Harvest Festival e.g. carrots, parsnips.</p> <p>Cutting and preparing seasonal vegetables, tasting, exploring seeds/smells/textures, making vegetable soup. Looking at local produce.</p>	<p>Artifacts, props and resources for children to explore e.g. Poppies, seasonal vegetables, Christmas decorations, nativity scene.</p> <p>Party items for birthday celebrations e.g. invitations, party hats, paper plates.</p> <p>Resources for making cards and decoration</p> <p>Fiction and non-fiction books about celebrations</p> <p>CD player/music for playing party music or music specific to celebrations e.g. Christmas songs, harvest worship songs.</p> <p>Outdoor area for planting and caring for vegetables. Gardening gloves and tools.</p>

Autumn Term

C&L	PSED	PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> - Sing a repertoire of songs and nursery rhymes. - Use sentences containing 4 words. - Talk about events from their past. - Answer who, what and where questions. - Know the difference between a question and a statement. 	<ul style="list-style-type: none"> - Select and use activities and resources (with help when needed.) - See themselves as a valuable individual. - Understand we have similar and different likes. - Identify ways that they are similar/different to their peers. 	<ul style="list-style-type: none"> - Travels competently in a variety of ways e.g. running, skipping, jumping, hopping, sliding) - Demonstrates good spatial awareness when moving around others/obstacles. - Moves with energy e.g. dancing. - Skip, hop, stand on one leg and hold a pose for a game like musical statues. 	<ul style="list-style-type: none"> - Find the title of the book. - Know that the title tells us something about the book. - Pick out simple information from books (fiction and non-fiction) - Talks about stories and can remember much of what happens. 	<ul style="list-style-type: none"> - Subitise amounts to 5 - Compare quantities using language such as 'more than' or 'less than' - Select shapes appropriately for tasks. - Combine shapes to make new ones. - Count objects, actions and sounds matching one number name to each item. (up to 5) 	<ul style="list-style-type: none"> -Demonstrates an understanding of their own life story and family history. -Continue to develop positive attitudes about the differences between people. -Recognise that we celebrate certain events, such as Bonfire night, because of events that happened many years ago. 	<ul style="list-style-type: none"> -Take part in simple pretend play, using objects to represent something else e.g. corks to represent pasta. -Begin to develop complex small world narratives. -Explore different materials freely to develop their ideas about how to use them.

<ul style="list-style-type: none"> - Uses talk to organise themselves and their play. - Initiates conversation with adults or friends. - Listen to selected non-fiction and use newly introduced vocabulary in talk. - Use new vocabulary in different contexts. - Asks questions to find out more and to check their understanding. 	<ul style="list-style-type: none"> - Learn that to be a good friend, they need to be kind. - Know appropriate ways of being assertive in their play. - Say "Stop, I don't like it" as a strategy to resolve conflicts. - Negotiates with others, with some adult prompting e.g. "I'll go first, then you go afterwards." - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried.' - Be considerate towards others feelings. - Talk about and express thier feelings, and the feelings of others. - Talk about members of their immediate family and community. - Know that they are part of a community e.g. the school community, the village community. - Show increased confidence in social situations. - 	<ul style="list-style-type: none"> - Uses large muscle movements in their play e.g. waving streamers. - Match physical skills to activities e.g. 2 people to carry a large plank. - Grip a pencil between two fingers and thumb (tripod grip.) - Trace circles and lines. - Use one-handed tools and equipment e.g. making snips in paper with scissors. - Holds scissors in one hand to cut along a line. 	<ul style="list-style-type: none"> - Orally segment the sounds heard in words. - Represent the initial sound in simple words. - Represent initial, medial and end sounds in CVC words using taught phonics. - Write the sounds in CVC words in the correct order. 	<ul style="list-style-type: none"> - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 - Use a number track to 5 - Solve real world mathematical problems with numbers up to 5. - Recognise night and day (time) - Put familiar events in order (e.g. meals: breakfast, lunch, dinner) - Extend and create ABAB patterns. 	<ul style="list-style-type: none"> -Use technology to take photos of objects and places. -Comment on images from the past e.g. what is the same/different. -Comment on images from other countries/cultures e.g. what is the same/different. -Know that Christians celebrate the birth of Jesus at Christmas time. -Talk about how they celebrate Christmas or another celebration. 	<ul style="list-style-type: none"> -Join different materials and explore different textures. -Draw with increasing complexity and detail. -Show different emotion in their drawing e.g. happy, sad. -Respond to what they have heard, expressing thoughts and feelings. -Remember and sing entire songs. -Create their own songs or improvise around one they know. -Play percussion instruments with increasing control.
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Foster a love of nature by planting and caring for plants and vegetables throughout the year, noticing how they grow and change.

Milestones <i>Children can....</i>	Implementation <i>Adults will.... so that children can...</i>	Additional enhancements and interests	Resources
<p>By the end of Autumn Term... Children show an interest in the natural world. They show curiosity and ask questions to find out more, or clarify their understanding. They talk about what they see, using new vocabulary in context. They observe changes in the environment e.g. the weather, leaves falling from trees, and begin to explain why these things are occurring. Children know that it is important to care for the world around us, and can talk about some of the ways we can do this. They treat plants and living things with care and respect. Children can talk about the basic things that plants need to survive. They carry out simple care tasks with support e.g. watering plants. They are beginning to take pride in their Learning Garden and are developing a sense of responsibility for looking after it.</p>	<p>Adults will set up a dedicated gardening area within the learning garden, which children can access during Exploring Time. Tools such as spades, trowels and rakes will be accessible, and adults will model how to use these safely and purposefully. Adults will offer a variety of plants, seeds and natural materials for exploration, sorting, comparing and creating. Adults model how to look closely, wonder and make observations e.g. "I notice these leaves are turning yellow...." They ask 'who', 'what' and 'why' questions and model responding to them to support children's development. New vocabulary is introduced to children in context and within sentences to support children to develop their use of the vocabulary. Widgit symbols will be provided to support these where necessary. Adults model gentle handling of plants and living things. They will explicitly teach about caring for the Earth e.g. putting rubbish in the bins, leaving habitats undisturbed, and will use stories, images and real examples to talk about why this matters. Respectful behaviour is praised and reinforced. Adults model and support children with using technology (iPads) to take photos of what they have found outside. They encourage and model children to draw what they have found, so that they can keep a record of how plants and living things are changing.</p>	<p>Noticing seasonal changes – going on frequent 'Autumn' walks around the school grounds and becoming 'Season detectives'. Signs of Autumn checklists in the Learning garden along with magnifying glasses, binoculars etc.</p> <p>Introduce bulb planting in preparation for Spring</p> <p>Checking on vegetables that were planted in the previous year e.g. watering them, harvesting them. Preparing them ready for eating and/or cooking into something e.g. vegetable soup.</p> <p>Start a compost bin to explore what happens to food waste.</p> <p>Leaf hunts, leaf rubbings, conker rolling, pine cone printing. Sorting and exploring of natural objects.</p> <p>Natural collages (e.g. Leaf Man)</p> <p>Seasonal ingredients in the mud kitchen e.g. conkers, leaves, herbs)</p> <p>Simple weather station e.g. rain gauge, wind sock, thermometer for children to explore the weather and how it is changing.</p>	<p>Magnifying glasses, binoculars, sheets for identifying signs of Autumn, different types of leaves/trees etc.</p> <p>Compost, pots, bulbs, trowels, watering cans, compost bin.</p> <p>Various natural objects e.g. conkers, pine cones, sycamore seeds, leaves.</p> <p>Rain gauge, wind sock, thermometer</p>

Autumn Term

C&L	PSED	PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> - Understand why questions. - Use a wider range of vocabulary. - Engage in back and forth conversations. 	<ul style="list-style-type: none"> - Shows increasing confidence when trying new activities. - Develops a sense of responsibility. - Plays with others, extending and elaborating play ideas. 	<ul style="list-style-type: none"> - Use large muscle movements e.g. digging, carrying, den building. - Develop fine motor control e.g. using one handed tools, manipulating smaller objects. - Is increasingly independent with self-care e.g. washing hands 	<ul style="list-style-type: none"> - Find the title of the book. - Know that the title tells us something about the book. - Pick out simple information from books (fiction and non-fiction) - Talks about stories and can remember much of what happens. 	<ul style="list-style-type: none"> - Talk about and identify the patterns around them. E.g. stripes on clothes, designs on rugs and wallpaper. - Solve real world mathematical problems with numbers up to 5. - Compare quantities using language such as 'more than' or 'less than'. - Understand and use positional language. - Find one more and one less. 	<ul style="list-style-type: none"> - Uses a mixture of senses (touch, sight, scent) to explore the world around them. - Talk about what they see, using a wide vocabulary. - Explore how things work. - Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant. 	<ul style="list-style-type: none"> - Explore differnt materials freely. - Develop their own ideas and then decide which materials to use to express them. - Talk about their creations.

				<ul style="list-style-type: none">- Count objects, actions and sounds matching one number name to each item. (up to 5)- Learn that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	<ul style="list-style-type: none">- Begin to understand the need to respect and care for the natural environment and all living things.- Identify key signs / images for each season. E.g. leaves change colour and fall from the tree in autumn	
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Spring Term

To show confidence and emotional resilience when overcoming a challenge.			
Milestones <i>Children can....</i>	Implementation <i>Adults will.... so that children can...</i>	Additional enhancements and interests	Resources
<p>By the end of Spring Term... Children remember the rules without needing an adult to remind them. They are expanding their emotional vocabulary, and can say how they are feeling and why. They are beginning to learn strategies for what to do when they have a particular feeling, and can use these with some prompting. Children are beginning to resolve conflicts and manage frustrations with reduced adult support. They will begin to negotiate with others in an appropriate manner. Children are 'having a go' at new and risky tasks with increased confidence and independence. They understand the importance of making mistakes as part of the learning process.</p>	<p>Adults use consistent language and gestures when referring to rules and routines. Children will be prompted to consider the rules themselves e.g. "How do we show respect during...?" Children are encouraged to remind each other of rules in a supportive way. Adults label children's emotions as they arise in the moment, introducing new vocabulary through stories, role play and daily discussions. Adults model talking about their own emotions and demonstrate simple calming techniques, such as deep breathing. They model using an assertive voice during role play scenarios and guide conflict resolution during provision using "I" statement e.g. "I do not like it when..." Adults gradually decrease their input in conflict resolution, allowing children to apply taught strategies independently. Adults will step in if required to do so. Adults regularly model making mistakes and openly discuss why they are important and how we can develop and learn from them.</p>	<p>Water tray/sand pit/mud kitchen: smaller spades and scoops, loose parts and resources which link to interests and offer further challenge.</p> <p>Wider range of large loose parts outside which offer further challenge e.g. large guttering for channelling and transferring, den building, ropes, narrower balance beams.</p> <p>Widgit instructions for instruction-based challenges to encourage the children to work collaboratively following a plan.</p> <p>More complex co-operative games e.g. involving score keeping. Model winning and losing.</p> <p>Creative and fine motor areas: offer further challenge e.g. Sellotape on a dispenser, PVA glue, pumping/pouring own paint, colour mixing. Introducing further challenge for junk modelling e.g. moving parts.</p> <p>Investigation station outside – encouraging exploration of the outdoor environment, testing predictions, enjoying trial and error, learning to cope when their predictions were not correct/making mistakes.</p>	<p>Small spades, tablespoons, jugs, metal pots</p> <p>Guttering, wooden planks, tarpaulin, sheets, bamboo sticks, rope, string</p> <p>Balls, whiteboards and pens, chalks, dice</p> <p>Sellotape and dispensers, PVA glue, tripod paintbrushes and smaller round brushes, old soap pumps for primary paint colours, mixing pots/trays</p> <p>Magnifying glasses, bug hunting pots, clipboards, plant pots, soil etc</p>

C&L	PSED	PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> -Understand how to listen carefully and why listening is important e.g. voices off, body facing towards the person speaking. -Ask questions to find out more and to clarify understanding. -Use longer sentences of 6-10 words. -Connect one idea to another using words such as 'and' or 'because'. -Describe events with increasing detail. -Use talk to help problem-solve and organise thinking and activities. -Explain how things work or why things happen. -Develop and use social phrases. -Retell a repetitive story, with some exact phrasing and some of their own words. -Use new vocabulary in different contexts. -Learn poems, songs and rhymes. 	<ul style="list-style-type: none"> -See themselves as a valuable individual. -Build constructive and respectful relationships with others. -Express their feelings using a wider range of vocabulary e.g. 'frustrated' -Be considerate towards the feelings of others. -Think about the perspectives of others. -Identify and moderate their own feelings, socially and emotionally. -Reflect upon their own work and play, with adult support. -Recognise when they are finding something difficult, and ask for help if required. -Begin to learn that mistakes are part of the learning process, and to cope with these appropriately. -Set their own goals and plan how they will achieve them. 	<ul style="list-style-type: none"> -Refine fundamental movements such as running, hooping, skipping, crawling, climbing. -Move with increasing fluency and control. -Continue to build overall body strength, co-ordination and balance. -Use a range of small tools competently, safely and confidently e.g. scissors, knives and forks, paintbrushes. -Use balls with confidence, precision and accuracy e.g. throwing and catching 	<ul style="list-style-type: none"> - Read individual letters by saying the sounds for them. - Blend letters into words. - Read simple phrases and sentences made of words with known grapheme-phoneme correspondences. - Re-read books to build confidence in word reading, fluency and enjoyment. - Spell words by segmenting the sounds and writing the letters. - Write short sentences with words containing known grapheme-phoneme correspondences. - Re-read what they have written to check it makes sense. 	<ul style="list-style-type: none"> - Count objects, actions and sounds. - Subitise. - Link the number symbol with its cardinal value. - Count beyond 10. - Compare numbers. - Understand the one more/one less relationship between consecutive numbers. - Explore the composition of numbers to 10. - Select, rotate and manipulate shapes, demonstrating spatial reasoning skills. - Compose and decompose shapes, recognising shapes can have other shapes within it. - Continue, copy and create repeating patterns. - Compare length, weight and capacity. 	<ul style="list-style-type: none"> - Talk about members of their immediate family. - Draw information from a simple map. - Recognise that people have different beliefs and may celebrate in different ways. - Explore the natural world around them. - Describe what they hear, see and feel whilst outside. - Recognise that some environments are different from the one in which they live. 	<ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on previous learning to refine ideas. - Create collaboratively, sharing resources, ideas and skills. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Sing in a group or on their own. - Develop storylines in their pretend play.

To choose a favourite story and retell in their own way to a small audience using props, costumes and music effects.			
Milestones <i>Children can....</i>	Implementation <i>Adults will.... so that children can...</i>	Additional enhancements and interests	Resources
<p>Children can describe personal events in their lives in more detail and with clearer sequencing. They show an increasing interest in bringing books into their play for a purpose e.g. recipe books in the home corner. When listening to a story, children talk about and ask questions about the</p>	<p>Adults encourage children to visit the school library weekly to choose a book to take home. Adults ensure that props to support story telling are readily available in the provision e.g. story spoons, story sacks, masks, puppets. When reading a story, or engaging in provision, adults model storytelling language and different character voices. When supporting imaginary play, e.g. in the role play or small world area, adults will use open-ended questioning and prompts to encourage children to extend</p>	<p>Nursery rhyme spoons and 'rhyme bags' with props – to encourage children to independently sing familiar rhymes. Introduce new rhymes that are not so familiar with the children.</p> <p>Storytelling props and resources e.g. story sacks/baskets</p>	<p>Variety of books – familiar and unfamiliar</p> <p>Bank of Nursery rhymes, with matching rhyme spoons/rhyme bags</p> <p>Story sacks/story spoons/props for retelling familiar stories</p> <p>School library visits – plus visual instructions for how to access this and use it independently.</p>

<p>images, characters and events. They are beginning to retell a familiar story with a clear structure: beginning, middle and end. Children are beginning to use story language in a range of contexts, including when retelling a story, and during their pretend play. They recall and use recently introduced vocabulary in context. Children are creating narratives in their play, either independently or collaboratively with peers. They extend their narratives based on the responses and actions of others. Their narratives link to their interests and personal experiences and may have some imaginative twists. Children begin to make their own models and props to support imaginary play and story retelling. With support, they make music in a variety of ways e.g. banging on a drum to accompany footsteps when retelling a story.</p>	<p>their narratives. Familiar and key texts will be revisited to build children's confidence and enable them to recognise language patterns. Adults give children the opportunity to vote for a class story each day, choosing between two texts. This gives them autonomy and keeps them interested in reading. Audio stories have been introduced and are played on the CD player. Fabrics and accessories e.g. material, hats, jewellery are available for children to explore dressing up, creating new characters or re-creating known characters. A range of tuned and un-tuned instruments are available for children to explore and create sound effects. Adults support children with creating sounds and modelling how to play different instruments. Adults support children to create their own props and resources. Children's achievements are celebrated during 'Share and Shine' time. This aims to raise their confidence, motivation and self-esteem. It may also inspire other children in their play.</p>	<p>Clue container – introduce key vocabulary in the build up to introducing the story.</p> <p>Mini-me characters (children and staff) in the small world area. Variety of open-ended resources to support independent story telling e.g. sticks, stones, animals.</p> <p>Resources for creating own props e.g. junk modelling.</p> <p>Variety of books that are linked to interests, current celebrations/topics and reflect the cohort.</p> <p>Storytelling baskets and resources e.g. storytelling stones, talk tins</p> <p>Dressing up opportunities with familiar items linked to home lives and familiar texts.</p> <p>Mirrors added to stage/small world/role play areas for observing, mimicking and practicing facial expressions.</p> <p>Audio stories with/without headphones to make stories accessible for all.</p> <p>Watch puppet shows and model using puppets during provision.</p> <p>iPads for recording performances and taking photos.</p>	<p>Dressing up accessories e.g. hats, material, glasses, jewellery.</p> <p>Audio books, CD player, headphones, props for small world to correspond with these.</p> <p>Junk modelling resources e.g. tape, boxes, string.</p> <p>Puppets</p> <p>iPads</p>
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Spring Term

C&L	PSED	PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> - Articulate their ideas and thoughts in well-formed sentences. - Connect one idea to another using a range of connectives. - Describe events in some detail. - Use talk to help work out problems and organise thinking or activities. - Explain how things work and why things happen. - Develop social phrases. - Engage in story times. - Listens attentively to stories and talks about what happens. - Demonstrates an understanding of what happened in the story. - Retell a story once familiar, with some exact repetition and some of their own words. - Uses new vocabulary from stories, in different contexts. - Listens carefully to songs and rhymes, noticing patterns and commenting on how they sound. - Knows some rhymes, poems and songs. 	<ul style="list-style-type: none"> - Has formed some constructive and respectful friendships. - Expresses their feelings using their words. - Shows consideration towards the feelings of others. - Shows resilience and perseverance when faced with a challenge. - Can identify and moderate their own feelings within a social situation. - Considers the perspectives of others when negotiating and playing. 	<ul style="list-style-type: none"> - Moves fluently in a variety of ways, with control and co-ordination. - Demonstrates good overall body strength, balance, co-ordination and agility. - Uses a range of small tools and one handed tools, demonstrating good fine motor control. - Combines different movements with ease and fluency. - Confidently and safely uses a range of large and small apparatus, indoors and outdoors, alone and as part of a group. 	<ul style="list-style-type: none"> - Read individual letters by saying the sounds for them. - Blend letters into words. - Read simple phrases and sentences made of words with known grapheme-phoneme correspondences. - Re-read books to build confidence in word reading, fluency and enjoyment. - Spell words by segmenting the sounds and writing the letters. - Write short sentences with words containing known grapheme-phoneme correspondences. - Re-read what they have written to check it makes sense. 	<ul style="list-style-type: none"> - Count objects, actions and sounds. - Subitise. - Link the number symbol with its cardinal value. - Count beyond 10. - Compare numbers. - Understand the one more/one less relationship between consecutive numbers. - Explore the composition of numbers to 10. - Select, rotate and manipulate shapes, demonstrating spatial reasoning skills. - Compose and decompose shapes, recognising shapes can have other shapes within it. - Continue, copy and create repeating patterns. - Compare length, weight and capacity. 	<ul style="list-style-type: none"> - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Compare and contrast characters from stories, including figures from the past. - Recognise some similarities and differences between life in this country and life in other countries. - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate in different ways. 	<ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on previous learning to refine ideas. - Create collaboratively, sharing resources, ideas and skills. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own. - Match the pitch and melody when singing. - Develop storylines in their pretend play.

Know what celebrations look like in different communities and work collaboratively to plan, create and take part in a celebration.

Milestones <i>Children can....</i>	Implementation <i>Adults will.... so that children can...</i>	Additional enhancements and interests	Resources
<p>By the end of Spring Term... Children use recently introduced vocabulary in a range of contexts. They talk about different images, artifacts and stories. They are beginning to ask 'what' and 'where' questions to deepen their understanding. Children share their own experiences of celebrations, sometimes using photographs for support. They recognise that people have different beliefs and ways of celebrating and start to compare these with festivals they know. Children engage in role-play scenarios with others, using a mixture of real and open-ended resources to explore a variety of celebrations. They are able to create narratives in collaboration with others, listening to the ideas of their peers and using language to keep the play going. Children are beginning to create their own resources and decorations for celebrations e.g. writing out birthday invitations or creating Easter bonnets with the junk modelling resources.</p>	<p>Adults continue to introduce new vocabulary linked to relevant celebrations e.g. Chinese New Year, Lent, Easter and support children with making links with other celebrations that they know. Children participate in the Easter service with the school, learning and performing a song at the local church. Adults explain why the church is significant to Christians and how it is used for celebrations, while also introducing children to other special places in the community and their importance to different people. A variety of books are readily available, inside and outdoors, to reflect our families and support children's understanding of a variety of celebrations. Enhancements are made to the provision to support children's understanding of different celebrations, reflecting various celebrations e.g. Mother's Day, pancake day. Resources to make cards, decorations and props for celebrations are readily available. Modelling is provided by adults, and Widgit symbols are used to promote independence with routines and tasks. Adults facilitate opportunities for children to cook and prepare food e.g. Easter nest cakes, or to explore food from different cultures, representing the families in our cohort.</p>	<p>Festivals and celebrations relevant to the children: New Year, Chinese New Year, Lent, Easter, Mother's Day, Pancake Day, World Book Day (Ensure some celebrations are non-religious to allow Jehovah's Witness children to participate)</p> <p>Participating in the whole-school Easter service at the local Church.</p> <p>Participating in whole-school celebrations for World Book Day.</p> <p>Artifacts and resources for different celebrations in the role play area and small world areas e.g. frying pans, pancake mix</p> <p>Birthday cards and decorations</p> <p>Opportunities to make decorations and cook/bake food for celebrations e.g. Easter nests</p> <p>Variety of books which represent different families, cultures and celebrations. Story sacks/storytelling baskets to enable children to explore and retell stories and use vocabulary.</p> <p>Planting seasonal vegetable, linking to Harvest Festival e.g. carrots, parsnips.</p> <p>Cutting and preparing seasonal vegetables, tasting, exploring seeds/smells/textures, making vegetable soup. Looking at local produce.</p>	<p>Artifacts, props and resources for children to explore e.g. Easter bonnets, palm crosses</p> <p>Party items for birthday celebrations e.g. invitations, party hats, paper plates.</p> <p>Resources for making cards and decoration</p> <p>Fiction and non-fiction books about celebrations</p> <p>CD player/music for playing party music or music specific to celebrations e.g. Christmas songs, harvest worship songs.</p> <p>Baking/recipe books in home corner and mud kitchen</p>

Spring Term

C&L	PSED	PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> – Articulate their ideas and thoughts in well-formed sentences. – Learn new vocabulary. – Use new vocabulary throughout the day, in context. – Ask questions to find out more and to check understanding. – Connect one idea to another using a range of connectives. – Describe events in some detail. – Use talk to help work out problems and organise thinking or activities. – Explain how things work and why things happen. – Develop social phrases. – Engage in story times. – Listens attentively to stories and talks about what happens. – Demonstrates an understanding of what happened in the story. – Retell a story once familiar, with some exact repetition and some of their own words. – Uses new vocabulary from stories, in different contexts. 	<ul style="list-style-type: none"> – Has formed some constructive and respectful friendships. – Sees themselves as a valuable individual. – Expresses their feelings using their words. – Shows consideration towards the feelings of others. – Shows resilience and perseverance when faced with a challenge. – Can identify and moderate their own feelings within a social situation. <p>Considers the perspectives of others when negotiating and playing.</p>	<ul style="list-style-type: none"> – Moves fluently in a variety of ways, with control and co-ordination. – Demonstrates good overall body strength, balance, co-ordination and agility. – Uses a range of small tools and one handed tools, demonstrating good fine motor control. – Combines different movements with ease and fluency. – Confidently and safely uses a range of large and small apparatus, indoors and outdoors, alone and as part of a group. 	<ul style="list-style-type: none"> – Read individual letters by saying the sounds for them. – Blend sounds into words. – Read simple phrases and sentences made of words with known grapheme-phoneme correspondences. – Re-read books to build confidence in word reading, fluency and enjoyment. – Spell words by segmenting the sounds and writing the letters. – Write short sentences with words containing known grapheme-phoneme correspondences. – Re-read what they have written to check it makes sense. 	<ul style="list-style-type: none"> – Count objects, actions and sounds. – Subitise. – Link the number symbol with its cardinal value. – Count beyond 10. – Compare numbers. – Understand the one more/one less relationship between consecutive numbers. – Explore the composition of numbers to 10. – Select, rotate and manipulate shapes, demonstrating spatial reasoning skills. – Compose and decompose shapes, recognising shapes can have other shapes within it. – Continue, copy and create repeating patterns. – Compare length, weight and capacity. 	<ul style="list-style-type: none"> – Talk about members of their immediate family and community. – Name and describe people who are familiar to them. – Comment on images of familiar situations in the past. – Compare and contrast characters from stories. – Understand that some places are special to members of the local community. – Recognise that people have different beliefs and celebrate special times in different ways. – Recognise some similarities and differences between life in this country and life in other countries. – Recognise some environments are different to the one in which they live. 	<ul style="list-style-type: none"> – Create collaboratively, sharing ideas, resources and skills. – Listen attentively, move to and talk about music, expressing their feelings and responses. – Explore, use and refine a variety of artistic effects to express their ideas and feelings. – Return to and build on their previous learning, refining their ideas. – Watch and talk about dance and performance art, expressing their feelings and responses. – Sing in a group or on their own. – Match the pitch and melody when singing. – Develop storylines in their pretend play.

<ul style="list-style-type: none"> – Listens carefully to songs and rhymes, noticing patterns and commenting on how they sound. <p>Knows some rhymes, poems and songs.</p> <ul style="list-style-type: none"> -Engage in non-fiction books. -Listens to and talks about selected non-fiction, developing a deep familiarity with new knowledge and vocabulary. 						
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Foster a love of nature by planting and caring for plants and vegetables throughout the year, noticing how they grow and change.

Milestones <i>Children can...</i>	Implementation <i>Adults will... so that children can...</i>	Additional enhancements and interests	Resources
<p>By the end of Spring Term...</p> <p>Children are becoming responsible gardeners who are developing independence in caring for living things. They can explain the life cycle of a plant in simple terms. They are using more complex vocabulary to describe what they can see (eg. Bud, petal, thorn), are making observations about the changes that are happening and offering simple explanations for these. They are making predictions for what might happen and are able to measure and compare growth in their plants. Children are working collaboratively together on gardening projects and are taking pride and ownership over the learning garden. Children are able to talk about where some of their food comes from and can identify some ways in which we can use the food that we have grown e.g. making soups.</p>	<p>Adults will begin to introduce planting with purpose. After learning about the life cycle of a plant, children will experiment with growing their own seeds, learning how to care for them and exploring the best conditions for their growth. Adults involve children in planning discussions about the fruit and vegetable patch, giving them autonomy on what they would like to grow and what they would like to do with the produce once grown. Tools such as spaces, trowels and rakes will be accessible, and adults will continue to model how to use these safely and purposefully.</p> <p>Adults continue to model how to look closely, wonder and make observations e.g. "Look, the buds are coming out on the tree." They ask 'who', 'what' and 'why' question and model responding to them to support children's development. New vocabulary is introduced to children in context and within sentences. Widgeo symbols will be provided to support these where necessary. Adults model making predictions about what might happen next e.g. "I think these seeds will become..." and model recording and making comparisons over time, using a variety of methods e.g. photography, drawing. They will set up mini investigations, e.g. What will happen if the plant has no water? This will encourage children to notice differences, share changes and participate in open-ended discovery.</p> <p>Adults will model caring for the Earth and will continue to teach children about sustainability. The compost bin will be used for gardening and children can explain the benefits of using this.</p>	<p>Planting cress seeds, caring for them and observing how they grow and change. Use clear containers so children can clearly see the roots and shoots.</p> <p>Sunflower growing challenge – planting sunflower seeds, caring for them at school then taking home to see who's can grow the tallest.</p> <p>Planting a variety of fruits, vegetables and plants in our Learning Garden, and taking turns to care for them.</p> <p>Exploring the life cycles of other creatures e.g. caterpillars, ducks/chicks, frogs. Have baby caterpillars arrive and care for them in the classroom, observing them changing into butterflies and then releasing safely into the world.</p> <p>Spring walks – identifying signs of Spring by going on regular walks around the school grounds and becoming 'Season detectives'.</p> <p>Bulb observation – noticing and recording the changes to the bulbs that we planted in Autumn/continuing to care for them.</p> <p>Exploring the seeds in fruits – some well known and some less known e.g. butternut squash.</p> <p>Noticing Spring wildlife – identifying different types of birds, minibeasts etc. and learning how to care for them.</p> <p>Regular checking of the weather station and noticing patterns with the changing seasons.</p> <p>Still life/observational art – drawing and painting flowers e.g. daffodils, tulips.</p> <p>Natural collages using leaves, petals, twigs etc.</p>	<p>Variety of seeds e.g. cress, beans, sunflowers, berries.</p> <p>Compost, compostable pots, watering cans, trowels, spades, rakes.</p> <p>Caterpillars, caterpillar home, sugar syrup.</p> <p>Magnifying glasses, binoculars, clipboards, paper, pencils</p> <p>Spring hunt checklists, sheets for identifying different birds and wildlife.</p> <p>Flowers, plants and natural items.</p>

Spring Term

C&L	PSED	PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> – Learn new vocabulary. – Use new vocabulary in context. – Engage with non-fiction texts, developing a deep familiarity with knowledge and vocabulary. – Ask questions to find out more and check their understanding. – Articulate ideas and thoughts in well-formed sentences. 	<ul style="list-style-type: none"> – Show resilience and perseverance in the face of a challenge. – Think about the perspectives of others. – Manage their own personal hygiene needs e.g. washing their hands independently. – Know and talk about different factors that support their overall 	<ul style="list-style-type: none"> – Demonstrates good overall body strength, balance, co-ordination and agility. – Uses a range of small tools competently, safely and confidently. – Confidently and safely use a range of large and small apparatus, inside and outside. 	<ul style="list-style-type: none"> – Read individual letters by saying the sounds for them. – Blend sounds into words. – Read some digraphs (Set 2 sounds). – Read simple phrases and sentences made up of words with known grapheme-phoneme correspondences. 	<ul style="list-style-type: none"> – Count objects, actions and sounds. – Subitise. – Link the number symbol with its cardinal value. – Compare numbers. – Select, rotate and manipulate shapes, demonstrating spatial reasoning skills. – Continue, copy and create repeating patterns. 	<ul style="list-style-type: none"> -Draw information from a simple map. -Recognise some similarities and differences between life in this country and life in other countries. -Explore the natural world around them. -Describe what they see, hear and feel whilst outside. -Recognise some environments are different from the one in which they live. 	<ul style="list-style-type: none"> – Express, use and refine a variety of artistic effects to express their ideas and feelings. – Return to and build on their previous learning. – Create collaboratively, sharing ideas, resources and skills. – Develop storylines in their pretend play.

<ul style="list-style-type: none"> - Connect one idea to another using a range of connectives. - Describe events in some detail. - Use talk to help work out problems and organise thinking and activities. - Explain how things work and why things happen. 	<p>health and well-being e.g. healthy eating, exercise, sleep.</p>		<ul style="list-style-type: none"> - Re-read books to build confidence with word reading and story retelling. - Form lower case and capital letters correctly. - Spell words by identifying the sound and writing the letters. - Write short sentences with words with known grapheme-phoneme correspondences. 		<p>-Understand the effect of the changing seasons on the world around them.</p>	
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Summer Term

To show confidence and emotional resilience when overcoming a challenge.			
Milestones <i>Children can....</i>	Implementation <i>Adults will.... so that children can...</i>	Additional enhancements and interests	Resources
<p>By the end of Summer Term... Children will meet the Early Learning Goals within the Personal, Social and Emotional development strand. They have positive attachments with adults and confide in them when they need support. Children show an understanding of their own emotions and those of others. They use increasingly complex vocabulary when describing how they are feeling, e.g. 'frustrated'. They regulate their own behaviour with minimal prompting from adults. They are confident with our rules and can explain why they are important. They show sensitivity towards the needs of others during play and are respectful towards their peers. Children set and work towards simple goals. They show resilience when a challenge arises, using taught problem-solving skills to persevere and achieve their desired outcome.</p>	<p>Adults guide children to recognise their triggers and scaffold them to make positive choices. Adults are gradually reducing their input and are encouraging children to regulate and manage their needs independently, where possible. Adults model setting a goal and planning how to achieve it e.g. "I am going to make a rocket.... I will need...." Adults model making mistakes or encountering frustrations in their project and verbalise how to overcome these. They encourage children to make their own choices when faced with a problem. Adults set up small group games and activities that require problem-solving and collaboration. Achievements, including moments of empathy and perseverance, are highlighted during 'Share and Shine' sessions. More complex language is introduced and modelled e.g. frustrated, annoyed.</p>	<p>Widgit visuals to encourage children to create and plan their challenges independently.</p> <p>Outside: more complex items e.g. items for water transportation, pulleys, ramps. Taking further risks with the large-scale resources that are available outside.</p> <p>Complex games with several steps, score keeping etc.</p> <p>Large scale collaborative art/construction projects.</p> <p>Adding more complex creative challenges e.g. clay modelling, sewing?</p> <p>Gardening challenges e.g. caring for plants and living things independently. Cooking and preparing food based on what we have grown.</p> <p>Sports day practice – running races, team games, coping with not being the winner, supporting and encouraging others/showing sportsmanship</p> <p>Transition activities – coping with change, talking about worries, meeting new adults</p>	<p>Widgit visuals</p> <p>Ramps, buckets, rope, wooden planks, guttering</p> <p>Plant pots, gardening tools, soil</p>

C&L	PSED	PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> – Listen attentively and respond to what they hear with relevant questions, comments and actions. – Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. – Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. – Express their ideas and feelings about their experiences using full sentences. 	<ul style="list-style-type: none"> – Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. – Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. – Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. – Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. – Work and play cooperatively and take turns with others. – Form positive attachments to adults and friendships with peers. – Show sensitivity to their own and to others' needs. 	<ul style="list-style-type: none"> – Negotiate space and obstacles safely, with consideration for themselves and others. – Demonstrate strength, balance and coordination when playing. – Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. – Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. – Use a range of small tools, including scissors, paintbrushes and cutlery. – Begin to show accuracy and care when drawing 	<ul style="list-style-type: none"> – Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems. – Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. – Anticipate key events in stories. 	<ul style="list-style-type: none"> – Have a deep understanding of number to 10, including the composition of each number. – Subitise (recognise quantities without counting) up to 5. – Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. – Verbally count beyond 20, recognising the pattern of the counting system. – Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. – Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally 	<ul style="list-style-type: none"> – Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. – Understand the past through settings, characters and events encountered in books read in class and storytelling. – Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<ul style="list-style-type: none"> – Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. – Share their creations, explaining the process they have used. – Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher. – Sing a range of well-known nursery rhymes and songs. – Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

To choose a favourite story and retell in their own way to a small audience using props, costumes and music effects.

Milestones <i>Children can....</i>	Implementation <i>Adults will.... so that children can...</i>	Additional enhancements and interests	Resources
<p>By the end of Summer Term... Children act out familiar stories confidently, independently and as part of a group. They use a range of actions, puppets and props. Children are inventing their own stories which are more detailed, thinking carefully about the structure, events, characters and settings. They take on a role within their story, negotiating with peers and adapting their role as the story develops. Children share their ideas and listen to the ideas of others. They negotiate and plan with peers to make models needed for storytelling. They use an increasing range of vocabulary and story language that they do not hear in everyday speech. Children show an awareness of how to bring a story to life by using their voices, facial expressions and body movements. Children talk confidently about significant events in their lives. The events are clearly sequenced and include descriptive details.</p>	<p>Adults encourage children to visit the school library weekly to choose a book to take home. Props to support storytelling become more open-ended. Adults model how to create props using junk modelling or open-ended resources and encourage children to 'have a go' at this independently. Adults continue to model engaging storytelling, including adding character voices, facial expressions and body movements. Adults provide opportunities for children's stories to be scribe and added to reading spaces. Adults record children's dramatic storytelling and share with the class, valuing and celebrating their achievements. Children continue to vote for a class story each day. A variety of musical instruments continue to be readily available. Children are also encouraged to create their own, using junk modelling resources. Dressing up items continue to be readily available.</p>	<p>Storytelling and rhyme props to become more open ended – children to use their imagination or create their own resources. Story innovation prompts e.g. What would happen if Goldilocks met the big bad wolf? Clue container – introduce key vocabulary in the build up to introducing the story. Mini-me characters (children and staff) in the small world area. Variety of open-ended resources to support independent story telling e.g. sticks, stones, animals. Resources for creating own props e.g. junk modelling. More complex musical instruments e.g. xylophones. Variety of books that are linked to interests, current celebrations/topics and reflect the cohort. Dressing up opportunities with familiar items linked to home lives and familiar texts. iPads for recording and sharing performances. Audio stories with/without headphones to make stories accessible for all. Watch puppet shows and model using puppets during provision.</p>	<p>Variety of books – familiar and unfamiliar Bank of Nursery rhymes, with matching rhyme spoons/rhyme bags Story sacks/story spoons/props for retelling familiar stories School library visits – plus visual instructions for how to access this and use it independently. Dressing up accessories e.g. hats, material, glasses, jewellery. Audio books, CD player, headphones, props for small world to correspond with these. Junk modelling resources e.g. tape, boxes, string. Puppets iPads</p>

Summer Term

C&L	PSED	PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs 	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing 	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Subitise (recognise) 	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class 	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Know what celebrations look like in different communities and work collaboratively to plan, create and take part in a celebration.			
Milestones <i>Children can....</i>	Implementation <i>Adults will.... so that children can...</i>	Additional enhancements and interests	Resources
<p>By the end of Summer Term... Children confidently use an increasing range of vocabulary that they have been introduced to throughout the year. They talk confidently about celebrations that they have participated in at school and at home, and can talk about some other festivals/celebrations that other families or communities may participate in. Children continue to participate in national celebrations and make links between them, identifying similarities and differences. Children share their thoughts and ideas with others, using full sentences and related vocabulary. They collaborate to plan and create a celebration, including making decorations and food, both guided by adults and as part of their imaginary play. Children can negotiate roles, create narratives with others to extend play, and can resolve conflicts with minimal support from adults.</p>	<p>Adults continue to introduce new vocabulary linked to relevant celebrations e.g. Father's Day, Eid and support children with making links with other celebrations that they know. A variety of books continue to be readily available, inside and outdoors, to reflect our families and support children's understanding of a variety of celebrations. Enhancements are made to the provision to support children's understanding of different celebrations, reflecting various celebrations. Resources to make cards, decorations and props for celebrations are readily available. Modelling is provided by adults, and Widgit symbols are used to promote independence with routines and tasks. Adults facilitate opportunities for children to cook and prepare food or to explore food from different cultures, representing the families in our cohort. Adults support children to plan an 'End of year party'. They are guided to write invitations, plan party games, write a shopping list/to do list and make party food and decorations.</p>	<p>Festivals and celebrations relevant to the children: Father's Day, Eid (Ensure some celebrations are non-religious to allow Jehovah's Witness children to participate)</p> <p>Artifacts and resources for different celebrations in the role play area and small world areas</p> <p>Opportunities to make decorations and cook/bake food for celebrations</p> <p>Variety of books which represent different families, cultures and celebrations. Story sacks/storytelling baskets to enable children to explore and retell stories and use vocabulary.</p> <p>Resources for planning and preparing party games, writing recipes, recipe books etc.</p>	<p>Artifacts, props and resources for children to explore.</p> <p>Party items for end of year celebrations e.g. party hats, invitations, napkins</p> <p>Resources for making cards and decorations</p> <p>Fiction and non-fiction books about celebrations</p> <p>CD player/music for playing party music or music specific to celebrations e.g. Christmas songs, harvest worship songs.</p> <p>Baking/recipe books in home corner and mud kitchen</p> <p>Ingredients and equipment for making real party food e.g. cakes, smoothies.</p>

Summer Term

C&L	PSED	PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> – Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. – Make comments about what they have heard and ask questions to clarify their understanding. – Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. – Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. – Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<ul style="list-style-type: none"> – Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. – Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. – Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. – Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. – Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. – Work and play cooperatively and take turns with others – Show sensitivity to their own and to others' needs. 	<ul style="list-style-type: none"> – Negotiate space and obstacles safely, with consideration for themselves and others. – Demonstrate strength, balance and coordination when playing. – Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. – Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. – Use a range of small tools, including scissors, paintbrushes and cutlery. – Begin to show accuracy and care when drawing 	<ul style="list-style-type: none"> – Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. – Anticipate (where appropriate) key events in stories. – Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. – Say a sound for each letter in the alphabet and at least 10 digraphs. – Read words consistent with their phonic knowledge by sound-blending. – Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. – Write recognisable letters, most of which are correctly formed. – Spell words by identifying sounds in them and representing the sounds with a letter or letters. – Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> – Have a deep understanding of number to 10, including the composition of each number. – Subitise (recognise quantities without counting) up to 5. – Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts – Verbally count beyond 20, recognising the pattern of the counting system. – Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. – Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<ul style="list-style-type: none"> – Talk about the lives of the people around them and their roles in society. – Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. – Understand the past through settings, characters and events encountered in books read in class and storytelling – Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. – Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. – Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. – Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> – Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. – Share their creations, explaining the process they have used. – Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher. – Sing a range of well-known nursery rhymes and songs. – Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Foster a love of nature by planting and caring for plants and vegetables throughout the year, noticing how they grow and change.

Milestones <i>Children can....</i>	Implementation <i>Adults will.... so that children can...</i>	Additional enhancements and interests	Resources
<p>By the end of Summer Term... Children are confident, independent gardeners who take pride in our Learning Garden and vegetable patch. They take responsibility for roles such as weeding, watering, pruning and harvesting the crops that are growing. They can confidently describe the full life cycle of a plant and can make comparisons between different plant life cycles e.g. flowers vs. Vegetables. They are using complex vocabulary to describe what they see and can offer detailed explanations for what is happening. They are making predictions about what might happen, based on their previous experiences. Children are beginning to measure growth using non-standard measurements, and are beginning to record their findings using words, pictures or marks. They have a secure understanding about where some of our food comes from and can identify different ways in which home-grown food can be used e.g. soups, smoothies, salads. They are showing an early awareness of sustainability and can talk about some of the ways that we can look after our planet.</p>	<p>Adults will further develop the gardening provision to enable children to take increasing ownership and responsibility for the environment. A wider range of plants, including those ready for harvesting, will be available and children will be supported to care for them more independently. This will include watering, weeding and observing their ongoing growth. Adults will model and encourage children to apply their understanding of what plants need to grow, prompting them to explain their thinking (e.g. "Why do you think this plant has grown so well?"). Children will be supported to make connections between sunlight, water, temperature and plant health. Opportunities will be provided for children to observe and explore more complex lifecycles, including plants, minibeasts and animals. Adults will model and introduce vocabulary such as 'pollination', 'habitat' and 'survive', supporting children to use new words through discussion, stories and play. Adults will encourage children to revisit and reflect on their learning across the year, using photographs, drawings and shared discussions. They will discuss changes across the seasons and will be scaffolded to sequence and describe changes over time, making simple explanations about what happened and why. Adults will continue to provide opportunities for children to engage in simple investigations. They will help children to plan, observe and record outcomes. Sustained shared thinking will be prioritised to deepen children's understanding. Respect and care for the environment will continue to be modelled, while encouraging children to take a more active role in maintaining it. They will be empowered to make decisions about how to care for our world, developing a strong sense of responsibility. Technology will continue to be used to document learning, with children independently taking photographs and using these to talk about and reflect upon their experiences. More complex methods of recording will be introduced, including simple charts, for children to draw or write their findings, label and share their knowledge.</p>	<p>Harvesting fruit, vegetables and plants that the children have grown. Using these in the preparation and cooking of food e.g. making smoothies, making soups, cakes.</p> <p>Role play farm shop/grocery store/garden centre</p> <p>Planting or observing bee-friendly flowers. Identifying different types of bees and observing them in action.</p> <p>Simple investigations e.g. which place will the plant grow the best? How long can a plant survive without water?</p> <p>Summer 'seasonal detectives' – e.g. walks around the school grounds and in the local area, noticing weather changes.</p> <p>Drawing and painting detailed flowers, minibeasts, wildlife.</p> <p>Transient art using natural items e.g. petals, leaves.</p> <p>Creating a class book of the learning garden – factual or reflective.</p>	<p>Gardening equipment e.g. trowels, buckets, rakes, watering cans.</p> <p>Baskets, money, menus, receipts, food items, till</p> <p>Sheets for identifying bees, birds, wildlife. Clipboards, pencils, paper</p> <p>Flowers, petals, leaves, access to a variety of plants and natural items.</p>

Summer Term

C&L	PSED	PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> – Listen attentively and respond to what they hear with relevant questions, comments and actions. – Make comments about what they have heard and ask questions to clarify their understanding. – Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. – Participate in small group and one-to-one discussions, offering their own ideas. – Uses recently introduced vocabulary in context during conversation. – Offers explanations for why things happen, making use of recently introduced vocabulary. 	<ul style="list-style-type: none"> – Set and work towards simple goals. – Give focused attention to what the teacher says, responding appropriately even when engaged in an activity. – Able to follow instructions with several steps. – Confident to try new activities. – Shows independence, perseverance and resilience when faced with a challenge. – Manage their own basic hygiene and personal needs. – Take turns and play with others co-operatively. – Show sensitivity to their own and others' needs. 	<ul style="list-style-type: none"> – Negotiate space and obstacles safely, with consideration for themselves and others. – Demonstrate strength, balance and co-ordination when playing. – Uses a range of small tools competently, safely and confidently. – Shows accuracy and care when drawing. – Holds a pencil effectively, using the tripod grip in almost all cases. 	<ul style="list-style-type: none"> – Demonstrate an understanding of what has been read to them by retelling stories and narratives, using their own words and recently introduced vocabulary. – Understand and use recently introduced vocabulary in discussions. – Say a sound for each letter in the alphabet and at least 10 digraphs. – Read words consistent with their phonics knowledge. 	<ul style="list-style-type: none"> – Subitise to 5. – Automatically recall bonds to 5 and some bonds to 10. – Verbally count beyond 20. – Compare quantities to 10 in different contexts. – Recognise when a quantity is greater than, less than or equal to another quantity. – Explore and represent patterns within numbers to 10 e.g. doubles, odd and even and how quantities can be distributed evenly. 	<ul style="list-style-type: none"> – Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. – Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. – Explore the natural world around them, making observations and drawing pictures of animals and plants. – Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> – Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. – Share their creations, explaining the process they have used. – Make use of props and materials when role playing characters in narratives and stories. – Invent, adapt and recount narratives with others.

– Express their ideas using full sentences which are grammatically correct.					– Understand some important processes and changes in the natural world, including seasons and changing of matter.	
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Statutory Educational Programmes

Communication and Language	Personal, Social and Emotional Development		Physical Development	
<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>	<p>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.</p>		<p>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.</p>	
Literacy	Mathematics	Understanding the World		Expressive Arts and Design
<p>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).</p>	<p>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.</p>	<p>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 increase 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.</p>		<p>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.</p>