

Stoborough Primary School EYFS Aspirations-led Curriculum

Aspiration 1:

To show confidence and emotional resilience when overcoming a challenge.



Aspiration 2:

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



Aspiration 3:

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

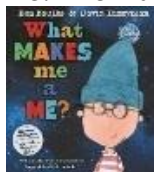
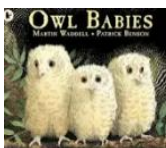
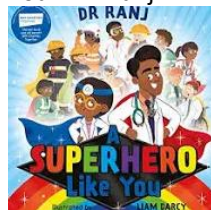
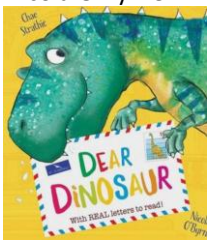
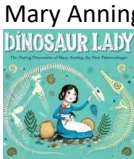


Aspiration 4:

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

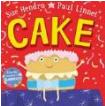
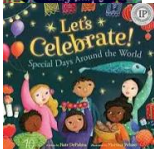
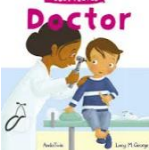
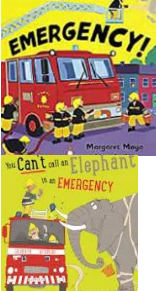
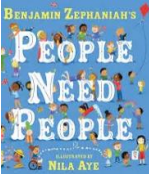
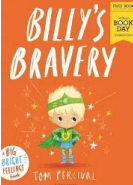
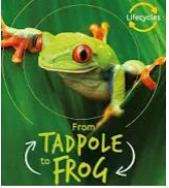
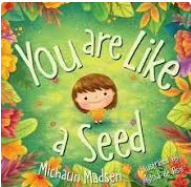
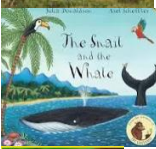
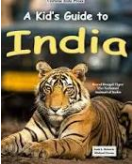


Curriculum overview

	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...)	Who is special to me? Me and my family My home and community Making friends Expressing myself		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		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		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		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		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)	
Experiences	- 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.		- 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		- 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.		- 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		- 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.		- Mystery egg appeared – what is inside? Where did it come from? - AI Dinosaur in classroom/playground - Visit to the Dinosaur museum/Dorset museum? - 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	- Visuals to be used for resources and daily routines, to support children with self-selecting, tidying and transitions. - Adults to model verbalising their own wants and needs e.g. I need a red pencil. - Adults to build language and communication skills using commentary (“I can see...”), repeating back (to model correct sentence structure, grammar etc) and clarify understanding. - Adults to model good listening when interacting with children, and find opportunities to create shared attention. Adults to model positive language to help build a positive self-image using the Characteristics of Effective Learning and Teaching e.g. I am curious, I am someone who keeps trying.		- Adults will model thinking aloud to demonstrate the problem-solving process. - Adults will model asking questions to find out more, demonstrating the difference between a question and a fact or statement. - Adults will extend interactions, modelling taking turns to generate a back-and-forth conversation and introducing new vocabulary. - Adults will use interactions to recap on prior learning and experiences. - Draw attention to misconceptions by offering alternative points of view. - Model using language of negotiation e.g. “My turn first, then your turn.”		- Adults will model making links between different environments using language of comparison. - Model describing changes to seasons and environments. - During interactions, adults will extend children’s vocabulary adding adjectives or 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.		- Adults will 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.		- Adults will 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.		- Recap on prior learning and experiences. - Adults will 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.	
Key texts Fiction & non fiction	What makes me, me? – Ben Faulkes  Our first day at Bug School – Sam Lloyd 	In every house, on every street – Jess Hitchman  Goldilocks and the Three Bears 	Tree: Seasons come, seasons go – Jess Hegarty  Owl Babies – Martin Waddell 	The Longest Wait – Alison Brewest 	A Superhero Like You – Dr Ranj 	The Jar of Happiness – Aisla Burrows  Stuck – Oliver Jeffers 	Luna Loves Gardening – Joseph Coelho 	Pip and Egg – Alex Latimer 	The Big Book of the Blue – Yuvel Zommer 	Chapatti Moon – Pippa Goodhart 	The Dinosaur Next Door – David Litchfield  How to care for a Dinosaur – Jason Cookcroft 	Dear Dinosaur – Nicola O’Byrne  Dinosaur Lady: The daring discoveries of Mary Anning 

Reception Aspirations Curriculum

Parallel texts
and Read Aloud
curriculum

      	 	  	  	  	   	   	     	  	  	  
---	---	--	---	---	---	---	---	---	---	---

Aspiration 1: To show confidence and resilience when overcoming a challenge:			
Milestones <i>Children can....</i>	Implementation <i>Adults will.... so that children can...</i>	Additional enhancements and interests	Resources
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.	- 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.	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. Outdoors: Opportunities for risky play, e.g. balancing beams, den building, stepping stones, the climbing wall, large-scale construction resources. 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. 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. 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. Creative area: Junk modelling, painting station (primary colours, black and white only to encourage colour mixing) Simple instructions with reminders as part of routines – what will you do first? What will you do next? Emotion check in station – children can share how they are feeling. Calm space with timers, sensory/calming resources etc. Positive play week (Anti-bullying) – identifying how to show kindness to others while we play	Items for home corner e.g. plates, mugs, cutlery, cooking utensils, saucepans, washing up bowl, sponge, aprons, phone, baby, cot, highchair etc. Large items for outdoor construction and risky play e.g. crates, tyres, wooden planks, wooden blocks. Loose parts for indoor construction e.g wooden blocks, log slices, pebbles, sticks. Variety of puzzles and games. Emotion visuals, sensory resources e.g. fiddle tools. Visuals to support routines, sequencing and independent choice throughout provision.
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.	- 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.	Water tray/sand pit/mud kitchen: smaller spades and scoops, loose parts and resources which ink to interests and offer further challenge. 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. Widgit instructions for instruction-based challenges to encourage the children to work collaboratively following a plan. More complex co-operative games e.g. involving score keeping. Model winning and losing. 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. 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.	Small spades, tablespoons, jugs, metal pots Guttering, wooden planks, tarpaulin, sheets, bamboo sticks, rope, string Balls, whiteboards and pens, chalks, dice Sellotape and dispensers, PVA glue, tripod paintbrushes and smaller round brushes, old soap pumps for primary paint colours, mixing pots/trays Magnifying glasses, bug hunting pots, clipboards, plant pots, soil etc
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.	- 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.	Widgit visuals to encourage children to create and plan their challenges independently. Outside: more complex items e.g. items for water transportation, pulleys, ramps. Taking further risks with the large-scale resources that are available outside. Complex games with several steps, score keeping etc. Large scale collaborative art/construction projects. Adding more complex creative challenges e.g. clay modelling, sewing? Gardening challenges e.g. caring for plants and living things independently. Cooking and preparing food based on what we have grown. Sports day practice – running races, team games, coping with not being the winner, supporting and encouraging others/showing sportsmanship Transition activities – coping with change, talking about worries, meeting new adults	Widgit visuals Ramps, buckets, rope, wooden planks, guttering Plant pots, gardening tools, soil

Aspiration 2: To choose a favourite story and retell in their own way to a small audience using props, costumes and musical effects.			
Milestones <i>Children can....</i>	Implementation <i>Adults will.... so that children can...</i>	Additional enhancements and interests	Resources
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.	- 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 payer 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.	Nursery rhyme spoons and ‘rhyme bags’ with props – to encourage children to independently sing familiar rhymes. 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. Practising nativity songs and dances as a class/in groups. Encourage children to join in with words and actions. Stage set up in outdoor area. Musical instruments and Nursery rhyme prompts available. 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. 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. 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. Dressing up opportunities with familiar items linked to home lives and familiar texts.	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.
By the end of Spring Term... - 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 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.	- 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 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.	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. Storytelling props and resources e.g. story sacks/baskets 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. Variety of books that are linked to interests, current celebrations/topics and reflect the cohort. Storytelling baskets and resources e.g. storytelling stones, talk tins Dressing up opportunities with familiar items linked to home lives and familiar texts. Mirrors added to stage/small world/role play areas for observing, mimicking and practicing facial expressions. Audio stories with/without headphones to make stories accessible for all. Watch puppet shows and model using puppets during provision. iPads for recording performances and taking photos.	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

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.	- 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.	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.	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
--	--	---	---

Aspiration 3: 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
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.	- 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.	Festivals and celebrations relevant to the children: Harvest festival, bonfire night, Christmas, Remembrance Day, Diwali. Participating in the Nativity performance, making items to sell at the Christmas fayre, Christmas party day, Father Christmas experience. 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 Birthday cards and decorations Opportunities to make decorations and cook/bake food for celebrations e.g. Gingerbread men at Christmas 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. Planting seasonal vegetable, linking to Harvest Festival e.g. carrots, parsnips. Cutting and preparing seasonal vegetables, tasting, exploring seeds/smells/textures, making vegetable soup. Looking at local produce.	Artifacts, props and resources for children to explore e.g. Poppies, seasonal vegetables, Christmas decorations, nativity scene. Party items for birthday celebrations e.g. invitations, party hats, paper plates. Resources for making cards and decoration Fiction and non-fiction books about celebrations CD player/music for playing party music or music specific to celebrations e.g. Christmas songs, harvest worship songs. Outdoor area for planting and caring for vegetables. Gardening gloves and tools.
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.	- 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.	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) Participating in the whole-school Easter service at the local Church.	Artifacts, props and resources for children to explore e.g. Easter bonnets, palm crosses Party items for birthday

- 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.	- 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.	Participating in whole-school celebrations for World Book Day. Artifacts and resources for different celebrations in the role play area and small world areas e.g. frying pans, pancake mix Birthday cards and decorations Opportunities to make decorations and cook/bake food for celebrations e.g. Easter nests 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. Planting seasonal vegetable, linking to Harvest Festival e.g. carrots, parsnips. Cutting and preparing seasonal vegetables, tasting, exploring seeds/smells/textures, making vegetable soup. Looking at local produce.	celebrations e.g. invitations, party hats, paper plates. Resources for making cards and decoration Fiction and non-fiction books about celebrations CD player/music for playing party music or music specific to celebrations e.g. Christmas songs, harvest worship songs. Baking/recipe books in home corner and mud kitchen
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.	- 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.	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) Artifacts and resources for different celebrations in the role play area and small world areas Opportunities to make decorations and cook/bake food for celebrations 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. Resources for planning and preparing party games, writing recipes, recipe books etc.	Artifacts, props and resources for children to explore. Party items for end of year celebrations e.g. party hats, invitations, napkins Resources for making cards and decorations Fiction and non-fiction books about celebrations CD player/music for playing party music or music specific to celebrations e.g. Christmas songs, harvest worship songs. Baking/recipe books in home corner and mud kitchen Ingredients and equipment for making real party food e.g. cakes, smoothies.

Aspiration 4: 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
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.	- 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	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. Introduce bulb planting in preparation for Spring 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. Start a compost bin to explore what happens to food waste. Leaf hunts, leaf rubbings, conker rolling, pine cone printing. Sorting and exploring of natural objects. Natural collages (e.g. Leaf Man)	Magnifying glasses, binoculars, sheets for identifying signs of Autumn, different types of leaves/trees etc. Compost, pots, bulbs, trowels, watering cans, compost bin.

- 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.	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.	Seasonal ingredients in the mud kitchen e.g. conkers, leaves, herbs) Simple weather station e.g. rain gauge, wind sock, thermometer for children to explore the weather and how it is changing.	Various natural objects e.g. conkers, pine cones, sycamore seeds, leaves. Rain gauge, wind sock, thermometer
By the end of Spring Term... - 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.	- 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 s spaces, trowels and rakes will be accessible, and adults will continue to model how to use these safely and purposefully. - 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. Wigit 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. - 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.	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. Sunflower growing challenge – planting sunflower seeds, caring for them at school then taking home to see who’s can grow the tallest. Planting a variety of fruits, vegetables and plants in our Learning Garden, and taking turns to care for them. 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. Spring walks – identifying signs of Spring by going on regular walks around the school grounds and becoming ‘Season detectives’. Bulb observation – noticing and recording the changes to the bulbs that we planted in Autumn/continuing to care for them. Exploring the seeds in fruits – some well known and some less known e.g. butternut squash. Noticing Spring wildlife – identifying different types of birds, minibeasts etc. and learning how to care for them. Regular checking of the weather station and noticing patterns with the changing seasons. Still life/observational art – drawing and painting flowers e.g. daffodils, tulips. Natural collages using leaves, petals, twigs etc.	Variety of seeds e.g. cress, beans, sunflowers, berries. Compost, compostable pots, watering cans, trowels, spades, rakes. Caterpillars, caterpillar home, sugar syrup. Magnifying glasses, binoculars, clipboards, paper, pencils Spring hunt checklists, sheets for identifying different birds and wildlife. Flowers, plants and natural items.
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.	- 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 mode 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 share 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.	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. Role play farm shop/grocery store/garden centre Planting or observing bee-friendly flowers. Identifying different types of bees and observing them in action. Simple investigations e.g. which place will the plant grow the best? How long can a plant survive without water? Summer ‘seasonal detectives’ – e.g. walks around the school grounds and in the local area, noticing weather changes. Drawing and painting detailed flowers, minibeasts, wildlife. Transient art using natural items e.g. petals, leaves. Creating a class book of the learning garden – factual or reflective.	Gardening equipment e.g. trowels, buckets, rakes, watering cans. Baskets, money, menus, receipts, food items, till Sheets for identifying bees, birds, wildlife. Clipboards, pencils, paper Flowers, petals, leaves, access to a variety of plants and natural items.

Autumn term Teach children to...

Oracy focus	C&L	PSED	PD
Attention, listening and understanding Understand they need to look at who is talking to them Understand they need to think about what the person is saying Listen to and understand instructions about what they’re doing, whilst busy with another task Vocabulary Link new words to those already known Speech sounds Produce speech that is clear and easy to understand, though may still have some immaturities Break words up into syllables, e.g. “Fri..day” – 2 syllables, “Sat...ur..day” – 3 syllables Recognise words that rhyme or sound similar, e.g. “Cat and hat – they rhyme”, “Bananas and pyjamas – they sound similar” Work out what sound comes at the beginning of a word, e.g. “Sit begins with ‘s’. Sun, silly, Sam and sausage all begin with ‘s’.” Sentence building and grammar Use some irregular past tense words, e.g. “I drank all my milk”, “She took my teddy” Conversations and social interaction Start conversations with other people and join in with group conversations Join in and organise role play with friends	-Understand how to listen carefully, by: - Looking at the person who is talking to them. - Think about what the person is saying. - Responding with a relevant comment, action or question. -To follow a two-step instruction. -To start a conversation with another person. -To take it in turns to speak. -To have a two-way conversation about a topic that interests them. -To communicate their thoughts and feelings. -To use the personal pronoun ‘I’ when speaking about themselves. -Answer who, what, where and why questions. -To ask who, what, where and why questions. -To use social phrases to communicate their wants and needs e.g. “Can you help me...” -Use recently introduced vocabulary in conversation. -To talk about recent events with some detail. -Sing songs, rhymes and poems. -To retell the key events in a simple story. -To join in with repeated refrains. -To talk about familiar books. -To engage in imaginative play, independently and alongside others. -To take part in in imaginative play with others. -To use talk to organise their play with others. -Talk in sentences of up to 4 words (present and past tense) (by end of Autumn 1) -Talk in sentences of 6* words or more (present and past tense) (by end of Autumn 2)	-Recognise that they are a member of the class and school community. -To talk about their likes and dislikes. -To understand that we may have similar or different likes but we are all part of the same community. -To play alongside others. -To play as part of a small group. -To wait for their turn. -To share resources, with visual aids. -To listen to another child’s ideas in a play scenario. -To build constructive and respectful relationships with peers. -Recognise and name the emotions: happy, sad, angry, nervous, excited, worried and frustrated. -Use feeling words to talk about their emotions. -Consider the emotions of others and think from their perspective. -To co-regulate their emotions alongside an adult, using taught strategies. -Seek help from a trusted adult when needed. -Say “Stop, I don’t like it” as a strategy to resolve conflicts. -Use words such as “well done” to congratulate and support others. -To dress themselves with basic items e.g. trousers, t-shirt, jumper. -To follow school routines e.g. lining up, washing hands. -To follow school expectations and rules, with visual aids. -Recognise and meet their own needs, e.g. getting a drink when thirsty. -To use the toilet independently. -To have another go at something they found hard. -To be aware of how to keep themselves and others safe when using the equipment and resources. We follow the Jigsaw PSHE scheme. In Autumn, our puzzle pieces are: -Being me in my world -Celebrating difference	-To walk safely around school, looking where they are going. -To use a range of movements to travel, e.g. running, hopping, skipping. -To show an awareness of the space around them and avoid obstacles. -Adjust their speed or direction to avoid obstacles. -To use large construction to build. -To co-ordinate movements when following simple instructions or games. -Climb over and under obstacles. -To balance on one leg. -To use large muscle movements in their play, such as stretching, twisting and waving e.g. waving streamers, big mark-making. -To use one dominant hand for writing. -To grip a pencil using the thumb and two fingers (three friends hold/tripod grip) (A1) -To use scissors to make snips. -To hold scissors using one hand (may be incorrect grip) and cut along a straight or wavy line. -To make marks using a writing tool. -To find a comfortable position that supports their core strength. -To use a secure grip when holding different tools e.g. paintbrush. -To bend at the wrist to support writing. -To know exercise is part of keeping our bodies healthy. -Match physical skills to activities e.g. 2 children working together to carry a plank. We use the Complete PE scheme alongside our provision. In Autumn term we work on: -Locomotion -Ball skills (hands) -Dance
Literacy	Maths	UW	EAD
-To show an interest in books and choose books independently. -Show book behaviours e.g. start at the front, turning one page at a time. -Know that print is read left to write and top to bottom. -Join in with repeated refrains, actions and words. -Show an understanding of what they have read by talking about the characters or events. -To retell the key parts of a story in their own words. -Make predictions about what might happen next. -Answer basic retrieval questions e.g. what or where. -To recognise their own name. -To read the Set 1 single letter sounds and special friends. -To hear the initial sound in words. -To orally blend CVC words. -To orally segment the sounds heard in words (A1) -Segment CVC words into individual sounds, then blending them to read the word. -Read short phrases (2-3 words) in line with phonetic knowledge. -To grip a pencil using the thumb and two fingers (three friends hold/tripod grip) (A1) -Know, when writing at a table, to sit on a chair with both feet flat on the floor (A2) -Know, when writing at a table, to have their elbow and forearm on the table (A2) -Know, when writing at a table, to sit with their back flat against the chair (A2) -Know, when writing at a table, to sit with their hips directly under their shoulders (A2) -To use one dominant hand for writing (A2) -To write recognisable letters, most of which are correctly formed in the school agreed style (A1) -Spell words by identifying the sounds in them and representing each sound with a letter (A2) -Write the sounds in CVC words in the correct order (A2) -Identify the number of sounds in a word (A2) -Use clearly identifiable letters to write CVC words which can be read by others (A2) -To break the flow of speech into words (A1)	We use the White Rose Maths scheme: Matching, sorting and comparing: -Notice when two objects are the same. -Match objects by shape, colour and size. -Explain why two objects match. -Sort objects into group, by colour, shape or size. -Explain how they have sorted objects. -Make comparisons between groups of objects, noticing similarities and differences. Measure and pattern: -Identify the group with more or fewer objects. -Use comparison language, such as more, fewer, bigger, smaller, same. -Order objects by size. -Use the words ‘heavy’ and ‘light’ to describe objects. -Use scales to investigate which object is heavier or lighter. -Explore capacity by investigating containers of different sizes. -Use the words ‘full’, ‘empty’, ‘more’ and ‘less’ to describe capacity. -Notice and talk about patterns in the environment e.g. spotty curtains, stripy socks. -Copy a simple repeating pattern, e.g. red, blue, red, blue. -Continue a simple repeating pattern. Shape: -Identify and name a circle, triangle, square and rectangle. -Describe features of a circle, triangle, square and rectangle. -Identify circles and triangles in the environment. -Select shapes for a particular purpose e.g. “I need a triangle for the roof.” -Combine shapes to make something new. Number: -Count forwards to 5. -Count up to 5 objects accurately, saying one number name for each item. -Understand that the final number tells us how many there are (cardinal principle) -Recognise that the amount of objects stays the same when they are rearranged. -Subitise up to 3 accurately. -Recognise the numerals 1-5. -Match numerals to quantities accurately.	-Name people who are important to them. -Talk about members of their family. -Use words to describe their relationships e.g. Mum, Dad, sister, brother, Uncle, Grandma. -Talk about things they enjoy doing at home, and their past experiences. -Recognise that all families are different. -Notice similarities and differences between their family and others. -Recognise their own home. -Talk about their home and where they live. -Recognise that people live in different types of homes. -Notice similarities and differences between their home and others. -Name familiar places in their local area e.g. school, shop, park. -Recognise that a birthday is a special day. -Talk about their own birthday and how they like to celebrate. -Recognise that people celebrate birthday’s in different ways. -Talk about how celebrations make people feel. -Participate in birthday celebrations. -Recognise that some events and celebrations are important to communities, e.g. Bonfire Night, Christmas. -Recognise familiar objects and symbols associated with celebrations. -Understand that people remember and celebrate occasions in different ways, -Ask questions about celebrations and tradition. -Participate respectfully in celebrations or commemorations. -Explore the outdoor environment, talking about what they see, hear and feel. -Notice changes in the weather and the environment as the seasons change. -Identify some signs of Autumn. -Describe what some natural objects look and feel like. -Name some simple ways that we can care for living things.	-Explore mark making using different tools, e.g. crayons, pencils, chalks, paints. -Experiment with lines, dot, circles and shapes. -Give meaning to the marks they make. -Draws recognisable people and objects. -Uses their own ideas and experiences for their drawings. -Use their senses to explore a range of materials. -Combine two or more materials together. -Choose materials for a purpose e.g. I need a shiny sun... -Explore colour mixing -Identify what happens when two primary colours are mixed together. -Use different tools to create a variety of effects. -Use PVA glue and a spatula effectively to attach materials together. -Tear, cut and manipulate materials for collaging. -Choose materials for a particular purpose when collaging. -To create a simple collage. -To talk about the choices they have made in their art. -Explore and use a variety of percussion instruments. -Experient with volume, pace and rhythm. -Join in with familiar songs. -Copy simple actions. -Create their own simple sounds and rhythms. -Perform a song or rhythm with others. -Move their bodies in different ways in response to music. -Join movements together in a simple sequence. -Perform movements alongside others. -Participate in imaginary play, alone and alongside others. -Use objects as representations of other things e.g. using corks as pasta. -Take on a role within their play. -Develop a simple storyline for their play. -Use props and costumes to support their play ideas. -Contribute their own ideas to shared imaginary play.

Reception Aspirations Curriculum

-To write their own name (A2) -To write simple labels and 2 word phrases (A2)	-Recognise different representations of the same number. -Compare two groups up to 5, identifying which group has more or fewer, or whether they are equal. -Explore how numbers can be made from smaller amounts. -Recognise that 5 can be made in different ways. -Combine two groups to make a new amount, talking about how many there are altogether.		
--	--	--	--

Spring term Teach children to...			
Oracy focus	C&L	PSED	PD
Attention, listening and understanding Understand longer 2 to 3 part spoken instructions e.g. “get your coat, then choose a partner and line up by the door” Understand ‘how’ and ‘why’ questions Vocabulary Understand that words can be put into groups or categories, and give examples from each category e.g. animals, transport, food Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them, E.g. Soon, early and late; square, triangle and circle; soft, hard, and smooth; big, tiny and tall Sentence building and grammar Join phrases with words such as ‘if’, ‘because’, ‘so’, ‘could’, e.g. “I can have a biscuit if I eat all my dinner” Storytelling and narrative Re-tell favourite stories - some parts as exact repetition and some in their own words, e.g. “...going on a bear hunt, going to catch a big one, we’re not scared...and he chased them all the way home” Describe events. These may not always be joined together or in the right order, e.g. “Daddy was cross. We was late for the football. It was broken. The car tyre” Conversations and social interaction Play co-operatively and pretend to be someone else talking. These games can be quite elaborate and detailed	-Understand how to listen carefully and why listening is important. -Respond to what someone has said with a relevant idea, comment or question. -To respond to an answer or idea with further questions to deepen understanding. -To ask ‘who’, ‘what’, ‘where’ and ‘why’ questions to find out more information. -To follow instructions with several steps. -To speak in sentences of 6+ words. -To extend their sentences with words such as ‘because’, adding more detail to communicate their needs and thoughts more clearly. -To use the correct tense when speaking on most occasions. -To use vocabulary linked to topics taught. -To talk about an experience using several connected sentences. -To listen to the point of view of others. -To explain their reason for a choice they made. -To listen attentively to stories, and then talk about them or ask questions to build understanding. -To express their preferred role within play. -To negotiate which role they might play. -Use sequencing words such as ‘first’, ‘then’, ‘next’ and ‘finally’ when retelling stories or experiences. -Retell a familiar story with increasing accuracy. -Use language to organise play ideas. -Sustain imaginative play for an increased length of time. -Use ‘went’ as the past tense of ‘go’ (S1)	-To recognise that they are part of a wider school community. -To understand the importance of their contribution as part of a team. -Talk about people who help them in school and in the local community. -Recognise that different people have different roles and responsibilities. -Recognise and respect the differences between themselves and others. -Approach and join in with a small group play scenario. -To initiate a game with a partner or small group. -To follow taught routines and class rules with minimal prompts. -To express their feelings and consider the feelings of others. -To show an understanding of other people’s feelings (through stories and real life) -To use taught strategies for self-regulation (with some adult prompting). -To build confidence, self-esteem and resilience when faced with a challenge. -To negotiate and solve problems with minimal adult support. -To take more risks when using equipment e.g. climbing higher, lifting a heavier object to build with. -Try to find another way when their original plan does not work. -To organise themselves to keep them and others safe. -To recognise which food are healthy, and which foods we should eat in moderation. -To talk about some ways in which we can stay happy and healthy e.g. exercise, sleep, eating a balanced meal. We use the Jigsaw PSHE scheme. In Spring, our puzzle pieces are: Dreams and Goals (aspirations, how to achieve goals, and possible emotions) Healthy me (Keeping safe and healthy)	-To revise and refine the fundamental movement skills, including rolling, crawling, walking, jumping, running, hopping, skipping and climbing. -To negotiate space successfully, adjusting speed, direction and movements in response to people and objects. -To develop body awareness to increase their abilities around depth perception. -To jump from a standing position and land safely using two feet. -To develop control when stopping and starting, following simple signals or instructions. -To climb using hands and feet with confidence and control. -To walk along a line or narrow pathway while maintaining balance. -To aim and throw objects towards a target with accuracy. -To use tools safely and with increasing control, including gardening tools and equipment. -To listen to music and move their body. -To correctly grip scissors and cut out a shape. -To use core muscles to sit upright and achieve a good posture on a chair or on the floor (S2) -Know, when writing at a table, what a good position for writing looks like (S1) We use the Complete PE scheme alongside our provision. In Autumn term we work on: -Ball skills (hands and feet) -Gymnastics
Literacy	Maths	UW	EAD

Reception Aspirations Curriculum

-To independently choose books for pleasure and talk about why they have chosen them. -To use sequencing words to sequence events when retelling a story, e.g. beginning, middle and end. -To use what has happened so far in the story to help them predict what could happen next (using their own life experiences). -To know what a setting is and be able to identify where stories they read are set. -To ask questions about a text being read to them. -To say what they like about stories that they have read. -To recognise how someone is feeling from the way they behave, and use this knowledge to link this to how characters behave in stories. -To identify the main events and characters in a book they have been read. -To retell a familiar story using predictable phrases. -To use vocabulary related to topics and books they have read altogether. -To recognise and read their own name, and names of familiar people. -To accurately read the Set 1 sounds and some Set 2 sounds. -To use phonic knowledge to segment and blend CVC words and read them independently. -To use phonic knowledge to segment and blend CVCC/CCVC words, possibly with prompting. -To read words and simple sentences containing taught graphemes. -To read some common exception words (red words) -Say a short phrase aloud before writing (in response to a prompt) (S1) -Use future tense orally (S1) -Write phrases that can be read by others, in meaningful contexts (S1) -Say a complete sentence aloud before writing (S2) -Remember the sentence they have said aloud before writing. (S2) -Use ‘and’ in an oral sentence to extend their ideas (S2) -Describe events in detail using pictures or other prompts (S2) -Write short sentences that can be read by others, in meaningful contexts (S2) -Write labels and phrases (S1) -Write short sentences that end with a full stop (S2) -Separate two words with a space (S1) -Use a full stop and finger spaces in most sentences (S2) -To segment the sounds in simple words for spelling. Use taught digraphs in writing. (S1) -To use taught digraphs in writing (S1) -Write common exception words that are spelt correctly: a, I, the (S1) -Write common exception words that are spelt correctly : to, no, go, into, my (S2) -Identify the parts of common exception words that are hard to spell (S2) -Spell ‘went’ as the past tense of ‘go’ (S2) -Spell words using the correct GPC’s (S2)	We use the White Rose Maths scheme: <u>Number</u> -To count up to 10 objects accurately. -To count forwards and backwards within 10. -To find one more and one less of a number within 10. -To represent numbers to 10 using objects, pictures and numerals. -To write the numerals 1-10 correctly. -To explore and identify odd and even numbers to 10. -To order the numbers to 10. -To explore the composition of 6, 7, 8, 9, 10 using practical resources. -To match quantities and numerals to 10. -To use counting and number knowledge to solve simple problems. -To subitise to 5. <u>Measure and pattern</u> -To use balance scales to compare and explore mass. -To compare two or more objects by length or height. -To use non-standard units to measure length and height. -To understand and use vocabulary related to time e.g. before, after, today, tomorrow, yesterday. -To sequence familiar events in the correct order. <u>Shape</u> -To recognise and name the 3D shapes: cube, cuboid, sphere, cone, cylinder, pyramid. -To identify similarities and differences between 3D shapes. -To describe 3D shapes using mathematical vocabulary e.g. faces -To select appropriate 3D shapes for a purpose.	-Name a range of people who help us in our community. -Talk about the different jobs that people do to help and keep us safe -Recognise some common road and rail safety signs and symbols. -Understand why it is important to follow safety rules when near roads and railways. -Talk about ways to keep themselves safe when walking near roads and crossing safely.. -To recognise some similarities and differences between life in this country and other countries. -To recognise that people have different beliefs and celebrate special times in different ways. -To share own experiences, beliefs. -To understand that some places are special to members of their community. -Recognise some objects, foods, clothing, music and symbols associated with different celebrations. -Talk about their own experiences of celebrations and traditions. -Participate respectfully in celebrations and special events. -Identify some things that plants need to grow, including water, light, warmth and suitable soil. -Name and identify some common plants and flowers. -Talk about what they notice when observing plants. -Sequence some stages in the growth of a plant -Demonstrate care and responsibility when looking after growing plants. -Use simple vocabulary to describe plants, e.g. <i>stem, leaf, flower, root, seed</i>. -Recognise and describe some signs of Spring. -Notice how the environment changes from Winter to Spring. - Recognise that we have a responsibility to look after our environment. -Identify some ways that we can care for plants and animals. -Understand that rubbish can harm the environment. -Recognise that some materials can be recycled.	-Draw common shapes (S1) -Show accuracy and care when drawing (S2) -Draw simple representations of common objects (S2) -To explain why they have chosen to draw in a certain way, e.g. circle for bodies, straight lines for legs. -To draw recognisable shapes/objects/people with some basic features e.g. eyes, hair. -How to get different effects from different media e.g. chalk can smudge. To make thick lines and thin lines (e.g. with different paintbrushes). - To mix colours to make new ones. -To mould dough/clay into a shape of a specific object by pinching, rolling, stretching and squeezing. -To know that materials can be joined together in different ways e.g. construction, outside. -Choose and use particular colours to paint pictures e.g. green for a tree, brown for certain animals etc. -Using their body to move to music (speedy, slow). -To watch dance and performance art, expressing their feelings and responses. -To explore and engage in music making and dance, performing solo or in groups.
--	--	---	---

Summer term Teach children to...

Oracy focus	C&L	PSED	PD
Vocabulary Name objects, characters and animals from a description, e.g. “It lives in the jungle and is fierce with big teeth and is stripy.” Children at this age will ask if they are unsure Use words more specifically to make their meaning clear, e.g. “I didn’t want my yellow gloves, I wanted the spotty ones that match my hat” Speech sounds Develop good knowledge and understanding of sounds and words, which are important for reading and spelling Sentence building and grammar Use well-formed sentences, longer sentences and sentences with more details, E.g. “I made a big round pizza with tomato, cheese and ham on top” Ask and answer ‘what’, ‘where’, ‘when’, and ‘what could we do next’ questions Show that they can use language to reason and persuade, e.g. “Can I go outside because it’s stopped raining?” Storytelling and narrative List events with some detail, E.g. “We went to the seaside and I made the biggest sandcastle ever and we ate fish and chips on newspaper”	-To understand how to listen carefully and why listening is important. -Respond appropriately to what others have said, building on their ideas with relevant comments, questions or responses. -Use the correct tense when speaking, especially with irregular verbs e.g. went (Su2) -Use past tense verbs: ran, walked, drank, fell, sat, jumped, found, in speech (Su2) -Hold conversations which respond to something the other person said -Articulate their ideas and thoughts in full sentences -Use a variety of connectives to extend their sentences and add further detail, e.g. although -Give more detail to explain why they think something happens. -Explain, so that others understand their needs, thoughts and feelings - Explain their point of view clearly when they disagree with an adult or a friend -Use talk to take on different roles during imaginative play. -Use vocabulary related to topics taught and books they have read together -Use new vocabulary in different contexts. -Use ‘because’ in an oral sentence to give a reason (Su1) -Orally retell the whole of a familiar story (beginning, middle and end) (Su1) -Use talk to: Draw conclusions: ‘The sky has gone dark maybe that means It might rain’. Explain effect: ‘It fell over because it was too tall.’ Make Predictions: ‘It might not grow in there if it is too dark.’ Speculate: ‘What if the bridge falls down?’	-Recognise that they are an important member of the school and wider community and understand how they can contribute. -Take responsibility for simple classroom and school tasks and understand how their contribution helps others. -Work cooperatively as part of a team, taking turns, sharing resources and contributing ideas. -Recognise, value and respect similarities and differences between themselves and others. -Show kindness, consideration and respect towards others, including when they have different ideas, experiences or opinions. -Initiate and organise games and play with partners or small groups. -Negotiate roles, rules and ideas within play, reaching compromises when needed -Take increasing responsibility for their own behaviour and choices. -Show empathy and respond appropriately to the feelings and needs of others. -Use taught self-regulation strategies independently when experiencing strong emotions or becoming overwhelmed. -Identify when they need help to regulate their emotions and seek appropriate support. -Persevere when something is difficult and keep trying without giving up immediately. -To give praise to others. -Take appropriate risks and challenge themselves safely when using equipment and exploring their physical abilities. -Recognise when a plan has not worked and independently think of another way to solve the problem.	-Combine different movements such as running, jumping, hopping, skipping, galloping and balancing with increasing control. -Demonstrate increasing control when stopping, starting and changing direction during games and physical activities. -Negotiate more complex obstacle courses independently, planning how to move around, over and through obstacles. -Use a range of ball skills, including throwing, catching, kicking, rolling and aiming at a target, with increasing accuracy. -Work cooperatively with a partner or group during physical activities, adapting movements and responding to others. -Use gardening tools and equipment safely and with increasing control. -Develop hand and finger strength through activities such as digging, planting, manipulating soil, threading and using small tools. -Use scissors safely and independently, cutting along straight, curved and zigzag lines and around simple shapes. -Hold a pencil in a tripod grip in preparation for fluent writing (Su2) -Use a range of small tools, including scissors, paint brushes and cutlery (Su2) -Show accuracy and care when drawing (Su2) -Develop the foundations of a handwriting style which is fast, accurate and efficient (Su2) -Develop increasing independence with dressing, fastening clothes, putting on coats and managing personal belongings.

Reception Aspirations Curriculum

add something that’s gone wrong in their own stories, e.g. “...but the little boy dropped his big ice cream on the floor and he was very sad and crying...” Use longer and more complicated sentences within their stories, e.g. “When he got home he saw an enormous crocodile sitting on the sofa and the crocodile said good morning, because he was a friendly crocodile” <i>Conversations and social interaction</i> Use language to communicate a wider range of things – such as ask, negotiate, give opinions and discuss ideas and feelings, E.g. “Can we go to the park after school today – it’s a lovely sunny day and it will be fun” Give details that they know are important and will influence the listener, e.g. “Ahmed fell over that stone, Javid didn’t push him”		- Understand that looking after their physical health can support their emotional wellbeing. We use the Jigsaw PSHE scheme. In Summer, our puzzle pieces are: Relationships (building positive, healthy relationships) Changing me (Coping with change)	-Understand how exercise affects their bodies and talk about changes such as becoming hot, tired, thirsty or out of breath. -Persevere with physical challenges and try different ways of completing a task when their first attempt is unsuccessful. We use the Complete PE scheme alongside our provision. In Autumn term we work on: -Sport specific skills (e.g. Sports Day preparation) -Swimming -Games for understanding
Literacy -To talk about their favourite stories, comparing them to each other. -To compare what they thought might happen with what actually happened in a story. -To anticipate key events in stories being read to them (using pictures to support). -Answer ‘what do you think will happen next’ questions where the outcome is clear. -To use story telling language-once upon a time, happily ever after. -To develop their own narratives and explanations by connecting ideas and events. -Say a complete sentence aloud before writing. (Su1) -Remember the sentence they have said aloud before writing. (Su1) -Re-read a sentence to check it makes sense (Su2) -Listen to or state an idea to improve writing in conversation or discussion (Su2) -Write short sentences-containing words with known sound-letter correspondences using a capital letter and full stop (Su2) -Write sentences beginning with ‘I’ -Use a capital letter at the start of a sentence and a full stop at the end. -Write phonetically plausible attempts at multisyllabic words (Su1) -Link sounds to letters, naming and sounding the letters of the alphabet -Write taught common exception words that are spelt correctly (put, of, as, his) -Hold a pencil in a tripod grip in preparation for fluent writing (su1) -Separate words with spaces -Know the alphabet song (Su2) -Form lower case letters correctly using print or in line with the school’s handwriting progression. (Su2) -Develop the foundations of a handwriting style which is fast, accurate and efficient (Su2)	Maths We use the White Rose Maths scheme: Number: -Count confidently forwards and backwards beyond 10. -Count reliably to 20 and beyond, knowing the number names in the correct order. -Recognise and identify numerals to 20. -Represent numbers to 20 using objects, pictures, fingers, counters and numerals. -Match quantities to the correct numeral to 20. -Order numbers to 20. -Find one more and one less than a given number, including numbers beyond 10. -Subitise to 5 and some larger quantities by recognising patterns or arrangements. -Use objects, pictures and practical resources to solve addition problems. -Combine two groups and find the total. -Use objects and practical resources to solve subtraction problems. -Take away objects and recognise how many are left. -Represent simple addition and subtraction calculations using marks, drawings, objects and numerals. -Recognise and use mathematical symbols such as +, – and = with increasing confidence. -Solve simple number problems independently and explain how they found the answer. -Recognise that numbers can be composed and decomposed in different ways. -Automatically recall some number bonds to 5 and begin to recall number bonds to 10. -Use knowledge of number composition to solve addition and subtraction problems. -Understand that a quantity can be shared equally between groups. -Share objects fairly between two or more groups. -Use mathematical language such as ‘share’, ‘equal’, ‘group’, ‘each’, ‘altogether’ and ‘same’. -Explore doubling and halving through practical activities.	UW -Recognise and talk about similarities and differences between life in their local area and other areas of the UK. -Compare Stoborough and another area of the UK, such as London, noticing similarities and differences in buildings, landscapes, transport and places. -Recognise that people live in different places around the world and have different ways of living. -Talk about similarities and differences between their own lives and the lives of people in other countries. -Talk respectfully about different cultures, beliefs and traditions. -Use globes, atlases and maps to identify the UK and some other countries. -Begin to recognise where different countries are in relation to the UK. -Recognise that some places are special because of their history, culture, religion or importance to a community. -Recognise and describe some similarities and differences between wild animals and pets. -Understand that different animals live in different habitats depending on their needs. -Identify some habitats where animals live, such as woodland, ocean, desert, grassland and polar regions. -Compare animals and wildlife found in the UK with animals found in other parts of the world. -Recognise that animals, including people, grow and change over time. -Sequence some stages in the life cycle of an animal. -Talk about some similarities and differences between baby and adult animals. -Recognise that dinosaurs lived a very long time ago and are now extinct. -Understand that dinosaurs lived in a different world from the one we live in today. -Talk about some similarities and differences between the world today and the world when dinosaurs were alive. -Recognise that fossils are evidence of plants and animals that lived in the past. -Ask questions about dinosaurs, fossils and life in the past. -Recognise that the landscape around them has changed over a very long period of time. -Recognise and use simple maps to represent real places. -Explore maps of their school, local area and wider surroundings. -Use symbols and simple drawings to represent features on a map.	EAD -Draw recognisable objects, people, animals and plants with increasing detail. -Add features and details to drawings to communicate meaning, such as facial features, clothing, patterns and textures. -Draw from observation, using what they can see to add appropriate details. -Show increasing accuracy, care and control when drawing, painting and creating. -Use a range of lines, shapes and patterns deliberately to represent different ideas. -Create different shades of a colour by adding different amounts of another colour. -Combine different techniques to create a planned model or sculpture. -Adapt their ideas during the creative process when something does not work as expected. Play instruments with increasing control, changing the volume, speed and rhythm of their playing. -Recognise and respond to changes in tempo, including fast and slow. -Recognise and respond to changes in dynamics, including loud and quiet. -Create their own simple rhythms and sound patterns and repeat them with increasing confidence. -Sing familiar songs confidently, remembering the words and melody. -Listen carefully to music and describe how it makes them feel or what it makes them think of. -Respond to music through movement, changing their movements to reflect changes in speed, mood or rhythm. -Perform songs, rhythms or musical pieces to an audience with increasing confidence. -Use props, costumes and objects creatively to develop imaginative play. -Use objects to represent other things and explain their ideas. -Take on and sustain a role within imaginative play for an extended period of time. -Develop imaginative storylines with a clear sequence of events. -Create their own imaginative stories and scenarios with increasing independence. -Perform a story, poem, song, dance or role-play to an audience with increasing confidence.

Statutory Educational Programmes

Communication and Language The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, 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.	Personal, Social and Emotional Development 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.	Physical Development 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.
---	---	--

Reception Aspirations Curriculum

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