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| SSD:Users:anna:Desktop:thumbnail_Logo.png **Winnington Park CP & Nursery Primary School Early Years Foundation Stage**  **Reception Curriculum Progression Map** | | | | | | | | |
| **Our Curriculum Vision**  At Winnington Park Community Primary School and Nurserywe aim to offer a creative and inclusive curriculum which inspires, engages and challenges and in which children are partners in their own learning.  **EYFS Curriculum Intent**  At Winnington Park CP & Nursery School our Early Years Foundation Stage (Nursery and Reception) puts the wellbeing of our children at the heart of our curriculum. We aim to ensure that children feel safe and happy in school and build positive relationships with staff and their peers. We value the individual child, and our intent is to work in partnership with parents, carers and families to meet their needs and help every child to reach their full potential.In EYFS our curriculum is designed around our children and their interests. Our curriculum intent is firmly embedded in the revised statutory framework for the EYFS (September 2021). It is coherently planned and sequenced, using our knowledge of child development and progression of skills.  Our expectations are ambitious for all children in our setting. Our intent is to ensure that learning is accessible for all children, including those with SEND. Early identification is used to assess children for SEND and support is carefully planned to ensure children can achieve their goals. We ensure that children are given opportunities to widen their knowledge and understanding of the world, enhancing their spiritual, moral, social and cultural development and celebrating the diversity of our families and local culture.  To ensure all children make good progress, we take into consideration their starting points and needs to plan their next steps. Our aim is for all children to learn and apply skills which will make them successful learners for life, supporting them to develop confidence, independence and resilience.  As outlined in the EYFS ‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.’  Our intent is that our Learning Environment is a place for children to feel safe and develop positive relationships with staff and peers. It is carefully planned to accommodate the children's changing needs and interests. High quality and open-ended resources are provided for children to use.  Our outdoor area is set up to develop children's physical development, problem solving skills, creativity and teamwork. We encourage the children to take calculated risks. We endeavour to engage our children and completely immerse them in their learning to become lifelong learners. | | | | | | | | |
| **Characteristics of Effective Teaching and Learning** | | | | | | | | |
| Playing and exploring  Children investigate and experience things, and ‘have a go’ | | Active learning  Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements | | | | Creating and thinking critically  Children have and develop their own ideas, make links between ideas, and develop strategies for doing things | | |
| * Realise their actions have an effect on the world. * Plan and think ahead. * Guide their own thinking and actions. * Make independent choices. * Bring their own interests and fascinations into school. * Respond to new experiences. | | * Participate in routines. * Begin to predict sequences based on routines. * Show goal-directed behaviour. * Begin to correct their mistakes themselves. * Keep on trying when things are difficult. | | | | * Take part in simple pretend play. * Sort materials. * Review their progress as they try to achieve a goal. * Solve real problems. * Use pretend play to think beyond the ‘here and now’ and to understand another perspective. * Feel confident about coming up with their own ideas. * Make more links between those ideas. * Concentrate on achieving something - control their attention and ignore distractions. | | |
| **Curriculum Areas** | **Key Vocabulary**  (Including but not limited to) | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **Early Learning Goals**  **(End EYFS)** |
| **Prime Areas** |  | | | | | | | |
| **Communication & Language**  Listening, Attention & Understanding | listen speak talk  tell  take turns  (New vocabulary from shared fiction and non-fiction texts) | Understand how to listen carefully and why listening is important.  Engage in story time.  Learn new vocabulary. | Understand how to listen carefully and why listening is important.  Engage in story time.  Engage in non-fiction books | Listen to and talk about stories to build familiarity and understanding.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | Listen to and talk about stories to build familiarity and understanding.  Engage in story time.    Learn rhymes, poems and songs.  Ask questions to find out more and to check they understand what has been said to them. | Engage in story time.  Learn rhymes, poems and songs.  Engage in non-fiction books.  Use new vocabulary through the day. | Engage in story time.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  Use new vocabulary in different contexts | **ELG: Listening, Attention and Understanding**  Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  ***NC Link English*** |
| **Communication & Language**  Speaking | Social phrases (e.g. hello, good morning, afternoon, how are you? please, thank you, excuse me please). | Develop social phrases with modelling and support.  Engage in story times.  Learn new vocabulary. | Begin to use social phrases independently.  Listen to and talk about stories to build familiarity and understanding.  Listen carefully to rhymes and songs, paying attention to how they sound.  Learn new vocabulary. | Use social phrases independently.  Use new vocabulary through the day.  Articulate their ideas and thoughts in well-formed sentences.  Listen to and talk about stories to build familiarity and understanding.  Describe events in some detail. | Use new vocabulary through the day.  Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Describe events in some detail. | Retell the story, once they have developed a deep familiarity with the text; some as exact repetition.  Articulate their ideas and thoughts in well-formed sentences.  Ask questions to find out more and to check they understand what has been said to them.  Use talk to help work out problems and organise thinking and activities.  Explain how things work and why they might happen. | Use new vocabulary in different contexts.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.    Ask questions to find out more and to check they understand what has been said to them.  Connect one idea or action to another using a range of connectives. | **ELG: Speaking** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.  ***NC Link English*** |
| **Personal, Social & Emotional**  Self-Regulation | Calm, quiet, wait, listen, turn, share | Build constructive and respectful relationships  See themselves as a valuable individual.  Express their feelings and consider the feelings of others. | Build constructive and respectful relationships.  Express their feelings and consider the feelings of others. | Developing confidence.  Show resilience and perseverance in the face of challenge. | Identify and moderate their own feelings socially and emotionally. | Think about the perspectives of others. | Show resilience and perseverance in the face of challenge. | **ELG: Self-Regulation** Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Giive focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  ***NC Link PSHCE*** |
| **Personal, Social & Emotional**  Managing Self | Language of feelings – sad, happy, cross, angry, worried, hurt.  share polite manners  take turns  friend feelings  kind safe healthy | See themselves as a valuable individual.  Manage their own personal needs including dressing and going to the toilet.  Be confident to try new activities. | Identify and moderate their own feelings socially and emotionally.  Understand right from wrong.  Understand the importance of healthy food choices and physical activity, | Identify and moderate their own feelings socially and emotionally. | Think about the perspectives of others.  Understand the importance of toothbrushing and having a good sleep routine. | Understand the importance of being a safe pedestrian.  Understand the importance of healthy eating and toothbrushing, | Show resilience and perseverance in the face of challenge.  Understand the importance of sensible amounts of ‘screen time’. | **ELG: Managing Self** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  ***NC Link PSHCE*** |
| **Personal, Social & Emotional**  Building Relationships | Vocabulary for social phrases  Language of feelings – sad, happy, cross, angry, worried, hurt.  share polite manners  take turns  friend feelings  kind safe  calm quiet breath wait listen | Build constructive and respectful relationships  Encourage children to listen to each other as well as adults. Ensure children’s play regularly involves sharing and cooperation | Build constructive and respectful relationships  with friends and other peers.  Encourage children to listen to each other as well as adults. Ensure children’s play regularly involves sharing and cooperation | Express their feelings and consider the feelings of others.  Model positive behaviour and praise positive behaviour of children, narrating what was kind and considerate about the behaviour. | Express their feelings and consider the feelings of others.  Model positive behaviour and praise positive behaviour of children, narrating what was kind and considerate about the behaviour. | Think about the perspectives of others.    Share and discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them. | Think about the perspectives of others.  Share and discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them. | **ELG: Building Relationships** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.  ***NC Link PSHCE*** |
| **Physical Development**  Gross Motor | run roll jump land skip climb crawl stop start throw catch kick draw write  move fast slow positional language – on, in front, in between, under  Directional language – forwards, backwards, sideways  together friends group team | Progress towards a more fluent style of moving, with developing control and grace. | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. | Combine different movements with ease and fluency. | Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Develop overall body strength, balance, coordination and agility. | Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. | Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. | **ELG :** Gross Motor Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  ***NC Links PE, English, DT*** |
| **Physical Development**  Fine Motor | draw write  up down  round sideways  top bottom | Develop physical awareness of directional movement and changes in direction.  Develop the core strength and stability needed to support their small motor skills. | Develop physical awareness of directional movement and changes in direction.  Develop the core strength and stability needed to support their small motor skills. | Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. | Develop and further refine their small motor skills.  Provide opportunities for regular practice of the physical skills children need to eat with a knife and fork and develop an efficient handwriting style so that it becomes increasingly automatic. | Develop and further refine their small motor skills.  Provide opportunities for regular practice of the physical skills children need to eat with a knife and fork and develop an efficient handwriting style so that it becomes increasingly automatic. | Develop and further refine their small motor skills.  Develop the foundations of a handwriting style which is fast, accurate and efficient. | **ELG:** Fine Motor  Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases.  Use a range of small tools, including scissors, paint brushes and cutlery.  Begin to show accuracy and care when drawing.  ***NC Links PE, English, DT*** |
| **Handwriting Focus** | Develop physical awareness of directional movement and changes in direction.  Develop writing tool skills by forming a range of shapes and strokes. Becoming aware of, and using, specific start and finish points.  Develop good posture for sitting at a table in an appropriate position for handwriting.  Crossing the midline point Find out which is the dominant hand. Develop the dominant and other hand relationship.  Pick up a pencil and hold it effectively. Progress quickly to a tripod grip if not already developed.  Develop the movement of tilting the paper diagonally on a table with one hand.  Develop the foundations of a handwriting style which is fast, accurate and efficient. | | | | | | | |
|  | Autumn term - Encourage children to draw freely. Engage children in structured activities: guide them in what to draw, write or copy.  Teach and model correct letter formation linked to Little Wandle Phonics.  Spring Term - Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.  Teach and model correct letter formation linked to Little Wandle Phonics.  Summer Term – Continue opportunities for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time. Teach and model correct letter formation linked to Little Wandle Phonics. | | | | | | | |
| **Specific Areas** | | | | | | | | |
| **Literacy**  Comprehension | understand listen speak talk tell question answer turn | Listen to and learn to retell nursery rhymes and simple poems and songs with support.  (Talk for writing strategies) | Retell nursery rhymes and simple poems and songs. (Talk for writing strategies)  Make story maps to retell rhymes and stories.  Retell narratives and simple stories using their own words and recently introduced vocabulary. | Begin to anticipate key events in stories.  Use and understand recently introduced vocabulary during discussions about stories, rhymes and non-fiction texts. | Retell narratives and stories in role play using their own words and recently introduced vocabulary.  Use and understand recently introduced vocabulary during discussions about stories, rhymes and non-fiction texts. | Retell narratives and stories in role play using their own words and recently introduced vocabulary.  Use and understand recently introduced vocabulary during discussions about stories, rhymes and non-fiction texts. | Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | **ELG:**  Comprehension  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate, where appropriate, key events in stories.  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  ***NC Links English*** |
| **Literacy**  Word reading | phoneme  sound  grapheme  letter  word  blend  segment  read  sentence | Read individual letters by saying the sounds for them.  Sound-talk words for children to say.  Blend sounds into words so that they can read short words made up of known letter sound correspondences.  Demonstrate saying sounds for the letters from left to right and blend them.  Read a few common exception (‘tricky’) words matched to Little Wandle Phonics programme. | Read individual letters by saying the sounds for them. Support children to say the sounds correctly to make sound blending easier and accurate.  Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Reading practice sessions will build up their confidence in word reading, fluency, understanding and enjoyment.  Make the books available for children to share at school and at home. | Read some letter groups that each represent one sound and say sounds for them. Help children to become familiar with letter groups, e.g. shop, night.    Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Make the books available for children to share at school and at home. | Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.  Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Make the books available for children to share at school and at home. | Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Make the books available for children to share at school and at home. | Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Make the books available for children to share at school and at home. | **ELG: Word Reading**  Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words  ***NC Link English*** |
| **Literacy**  Writing | write  phoneme  sound  grapheme  letter  word  blend  segment  read  sentence  finger space  full stop  capital letter  right sense | Spell words by identifying the sounds within the word and mark making / writing the sound with letters. Write some or all of their name. | Spell words by identifying the sounds and then writing the sound with letter/s .  Form lower-case letters correctly. | Form lower-case letters correctly Write short sentences with words with known sound-letter correspondences Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense. | Form lower-case and some capital letters correctly Write short sentences with words with known soundletter correspondences Re-read what they have written to check that it makes sense. | Form lower-case and capital letters correctly Write short sentences with words with known soundletter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense. | Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense. | **ELG: Writing**  Write recognisable letters, most of which are correctly formed.  Spell words by identifying sounds in them and representing the sounds with a letter or letters.  Write simple phrases and sentences that can be read by others.  ***NC Link English*** |
| **Mathematics**  Number | number names  next before after more fewer most fewest  in front behind in between on in, under, first second third  forwards backwards up down across  equal double | Accurate counting of sets of objects 1-5  Subitising 1-3  Numeral recognition to 5  Conceptual subitising  Compare sets 1-5 using vocab of more, fewer, most, fewest  Shape/Space2D shapes and their properties | Accurate counting of sets of objects 1-10  Recognising and ordering numerals 1- 10  Subitising 1-5  Applied conceptual subitising  Inverse operations - splitting and recombining sets of objects 1-5 including on part whole model  Compare numbers using vocab of more/less  Find 1 more using sets of objects on tens frames and on a number track | Counting backwards 10- 1 & ordering numbers 10-1  Systematic approach to partitioning sets of objects 1-5 including on part whole model  Find 1 less using sets of objects on tens frame and on a number track  Measures Height  Spatial vocabulary | Recall number bonds for numbers 1-5  Partitioning and recombining sets of objects 6-9 (Including on part whole model and tens frame)  Measures Length  Shape/Space Representing spatial relationships as maps  Spatial vocabulary | Counting beyond 10 noticing pattern in ones    Systematic approach to splitting and recombining 10 including on tens frame and part whole model  Recall some number bonds for 10  Measures  Mass  Shape/Space 3D Shapes Properties of shapes | Counting beyond 20 noticing pattern in tens  Measures  Capacity Time – sequence of events  Symmetry/reflections – link to doubles  Share fairly (comparison), Use part whole model to partition numbers where both parts are the same (Composition) and  Look at halving as inverse of doubles (Pattern)  Possible extension  Sharing between more than two (comparison)  Splitting into more than 2 parts on a part whole model (composition) | **ELG:** Number  Have a deep understanding of numbers to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  ***NC Link Mathematics*** |
| **Mastering Number** |  | Build on previous experiences of number and further develop subitising and counting skills. Explore the composition of numbers within 5. Begin to compare sets of objects and use the language of comparison. | | Continue to develop subitising and counting skills. Explore the composition of number within and beyond 5. Begin to identify when 2 sets are equal or unequal and connect two equal groups to doubles. Begin to connect quantities to numerals. | | Consolidate counting skills, counting to larger numbers and developing a wider range of counting strategies. Secure knowledge of number facts. | |  |
| **Mathematics**  Numerical Patterns | pattern  repeat  set group  number names  line  more less  odd even | Pattern | Find 1 more using sets of objects on tens frames and on a number track.  Identifying unit of repeat – AB & ABC patterns | Pattern -More complex Generalising pattern and transferring to another format e.g. link pattern of shapes to movement. | Numerical Patterns – staircase patterns linked to finding 1 more/1 less using a mental number line. | Counting beyond 10 noticing pattern in ones  Numerical patterns odds & evens. | Counting beyond 20, noticing pattern in tens. | **ELG :** Numerical Patterns  Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.  ***NC Link Mathematics*** |
| **Understanding the World**  Past and Present | today yesterday a long time ago tomorrow family same different change lives object old new past now then | Comment on images of familiar situations in the past. | Compare and contrast characters from stories. | Compare and contrast characters from stories, including figures from the past | Comment on artefacts from the past and compare to objects of the present. | Sort objects and images into ‘old and new’, ‘now’ and ‘past’. | Begin to create a sense of chronology by sequencing events. | **ELG:** Past and Present  Talk about the lives of the people around them and their roles in society.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.  ***NC Link History*** |
| **Understanding the World**  People, Cultures and Communities | God Jesus Christianity nativity Christmas Easter Harvest special place church prayer believe right wrong belong  Place house home bungalow flats school street path building shop beach traffic lights bridge zebra crossing tunnel roundabout map left right town village | Talk about members of their immediate family and community.  Create a simple map of my journey to school.  Harvest | Name and describe people who are familiar to them. Understand that some places are special to members of their community.  Recognise that people have different beliefs and celebrate special times in different ways.  Draw information from a simple map. | Talk about people and their role in community.  Explore Chinese New Year  29.1.25 | Recognise some environments that are different from the one in which they live. Understand that some places are special to members of their community. | Draw information from a simple map.  Create a simple map. | Recognise some similarities and differences between life in this country and life in other countries.  How do Muslims celebrate Eid?  6.6.25 | **ELG:** People, Cultures and Communities  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.  ***NC Link Geography, RE*** |
| **No Outsiders** |  | ‘The Family Book‘  To understand that all families are different. | ‘Mummy, Mama and Me’  To celebrate my family. | ‘The Worrysaurus’  To understand that sometimes I might feel worried. | ‘Blue Chameleon’  To make friends with someone different. | ‘Red Rockets and Rainbow Jelly’  To understand that it’s okay to like different things. | ‘You Choose’  To say what I think. |  |
| **RE**  **Cheshire West Agreed Syllabus 2024 EYFS Guidance** | Christmas, incarnation, Easter, God, resurrection, church, Bible, Nativity, Christians, Christianity, minister, celebration, miracle, Son of God, Diwali, Eid. | Be aware of their own uniqueness and that of others and to be able to appreciate the differences and similarities which they encounter in others.  Me and My Family  What is the Bible? | Know some similarities and differences between different religious/non-religious communities & how they celebrate in this country.  How do Hindus Celebrate Diwali?  (29.10.24-3.11.24)  Develop curiosity as to why Christians do nativity plays at Christmas. Explain why Christians give and receive presents at Christmas. | Talk about how Christians might worship God in church.  Why do people believe Jesus is special?  Know some similarities and differences between different religious/non-religious communities & how they celebrate in this country.  Chinese New Year 29.1.25 | Know some similarities and differences between different religious/non-religious communities & how they celebrate in this country.  How do Muslims celebrate Eid (Eid-Al-Fitr  30.3.25)  Why is Easter a sad and a happy time? What happens in a church? | Explore why Christians say Jesus is special through the miracle stories.  What do Christians believe about God? | Talk about the Bible as a special book for Christians which has many special stories. E.g. Noah’s Ark.  How do Muslims celebrate Eid?  (Eid-Al-Hada 6.6.25) | **ELG**  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  ***NC Link RE*** |
| **Understanding the World**  The Natural World | Similar different  seaside hot cold dry wet river mountain desert forest  animal fish  birds girl boy human alive food smell touch hear taste see  tree petals trunk fruit branch roots leaf/leaves bulb flowers seed stem soil forest  names of materials  hard glass soft smooth shiny rough dissolve touch waterproof  dark light day night  Earth moon sun star  planet space  Spring Summer Autumn Winter magnet  loud quiet sound battery power  science experiment fair find out explain change predict | Explore the natural world around them. | Explore the natural world around them.  Describe what they see hear and feel outside.  Observe how plants change in the Autumn.  Make observations and draw plants. | Understand the effect of changing seasons on the natural world around them.  Make observations and draw pictures of birds. | Make observations as they explore the natural world around them.  Make observations and draw pictures of animals and birds. | Understand the effect of changing seasons on the natural world around them.  Make observations and draw pictures of plants. | Recognise some environments that are different from the one in which they live.    Recognise some similarities and differences between life in this country and life in other countries.  Make observations and draw pictures of animals, birds and plants. | **ELG:** The Natural World  Explore the natural world around them, making observations and drawing pictures of animals and plants.  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  ***NC Link Science,***  ***Geography.*** |
| **Expressive Arts and Design**  Creating with Materials | Pencil paper  draw painting paint build make print collage model pattern join plan likes dislikes  Names of equipment | Explore and use a variety of artistic effects. | Explore and use a variety of artistic effects. | Explore, use and refine a variety of artistic effects to express their ideas and feelings. | Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills. | Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills. | Create collaboratively, sharing ideas, resources and skills. | **ELG:** Creating with Materials  Children at the expected level of development will: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.  Make use of props and materials when role playing characters in narratives and stories.  ***NC Links DT, Art, Drama*** |
| **Expressive Arts and Design**  Being Imaginative and Expressive | play pretend  sounds music tempo volume  rhythm  perform | Listen attentively, move to and talk about music.  Sing in a group. | Listen attentively, move to and talk about music,  expressing their feelings and responses.  Sing in a group increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups | Sing in a group or on their own, increasingly matching the pitch and following the melody.  Watch and talk about dance and performance art. | Sing in a group or on their own, increasingly matching the pitch and following the melody.  Watch and talk about dance and performance art. | Watch and talk about dance and performance art, expressing their feelings and responses.  Create collaboratively sharing ideas, resources and skills. | Watch and talk about dance and performance art, expressing their feelings and responses.  Create collaboratively sharing ideas, resources and skills. | **ELG:** Being Imaginative & Expressive  Invent, adapt and recount narratives and stories with peers and their teacher.  Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music.  ***NC Links Drama, Music*** |