

Progression of Skills & Curriculum Overview 2023-24						
Area of Learning	Autumn 1 - 6th September-20th October	Autumn 2 - 30th October-15th December	Spring 1 - 4th January- 12th February	Spring 2 - 19th February-28th March	Summer 1 - 15th April-24th May	Summer 2 - 3rd June-23rd June
	Me and My Community Exploring Autumn Dart Let's Explore!	Once Upon a Time Sparkle and Shine Dart Marvellous Machines	Starry Night Winter Wonderland Dart Long Ago	Dangerous Dinosaurs Puddles and Rainbows Dart Ready, Steady, Grow!	Sunshine and Sunflowers Shadows and Reflections Dart Animal Safari	Big Wide World Splash! Dart On the Beach
Key Text:	The Colour Monster The Gruffalo Dart Ruby's Worrry Everywhere Bear	The Runaway Chapati The Jolly Christmas Postman Dart Traction Man Jabari Tries	Bedtime for Monsters One Snowy Day- Percy the Park Keeper Dart Jolly Postman Winter Sleep: A Hibernation Story	We're Going on a Bear Hunt Errol's Garden Dart Erol's Garden Secret Sky Garden	Yucky Worms Owl Babies Dart Hummingbird Surprising Sharks	Handas Surprise Hooray for Fish Dart The Snail and the Whale Billy's Bucket
Additional quality texts. You may have some of these texts at home that you can share with your child.	Once there were Giants The Babies Catalogue Families, Families, Families The Large Family Lost and Found The Rainbow Fish Colin and Lee, Carrot and Pea Enemy Pie People Who Help Us Five Minutes Peace The Lion and the Mouse My Mum Superhero Dad Leaf Man How Many Seeds in a Pumpkin? (Mr. Tiffin's Classroom Series) Pumpkin Soup Autumn The Acorn The Very Helpful Hedgehog Bear Snores On Oliver's Wood The Great Big Sleep Hibernation Station Stick Man Where the Wild Things Are Lost and Found Where's Spot? My First Maze Book The Great Explorer Waterstones Through the Magic Mirror Whatever Next!	Hansel and Gretel Cinderella Goldilocks and the Three Bears Little Red Riding Hood The Three Billy Goats Gruff The Three Little Pigs There Is No Dragon in This Story Princess Daisy and the Dragon and the Nincompoop Knights The Princess and the Pea Snow White and the Seven Dwarfs Aladin Rapunzel Beauty and the Beast The Worst Princess Little Glow The Jolly Christmas Postman The Night Before Christmas Spot's First Christmas Busy Nativity (Campbell Busy Books) Christmas (Sparklers) Christmas (Bible Friends) The Story of Hanukkah Diwali (Celebrate the World) Grace at Christmas You Can't Let an Elephant Drive a Digger We Catch the Bus Car, Car, Truck, Jeep Push! Dig! Scoop!: A Construction Counting Rhyme Must. Push. Buttons! Big Wheels My First Book of Transport	Peace at Last (A Bear Family Book Jill Murphy How to Catch a Star Oliver Jeffers Owl Babies Martin Waddell Bedtime for Monsters Ed Vere Whatever Next Jill Murphy The Way Back Home Oliver Jeffer Can't You Sleep, Little Bear? Martin Waddell Space Ben Denne and Eileen O'Brien Look Up! Nathan Bryon Twinkle Twinkle, Little Star (BSL: Sign & Singalong) Annie Kubler The Gruffalo's Child Julia Donaldson The Big Freeze Pippa Curnick Kipper's Snowy Day Mick Inkpen Penguins (Usborne Touchy-Feely) Fiona Watt One Snowy Night (A Percy the Park Keeper Story) Nick Butterworth Snow Bear Tony Mitton One Winter's Day (Little Tiger Press) M Christina Butler Winter (Seasons) Stephanie Turnbull Snowflakes Cerrie Burnell Winter Sleep: A Hibernation SeanTaylor & Alex Morss Snow Dog (Colour First Reader) Malorie Blackman Alfie at Nursery School The Growing Story Peepo! The Baby's Catalogue Coming to England: An inspiring True Story Celebrating the Windrush Generation The Big Alfie and Annie Rose Storybook	Dear Dinosaur, Dear Dinosaur: T. Rex on Tour Chae Strathie Little Kids First Big Book of Dinosaurs (National Geographic Kids) Catherine D Hughes Creature Features: Dinosaurs by Natasha Durlay Dinosaurs – Natural History Museum Cave Baby Julia Donaldson Prehistoric Mammals (National Geographic Kids) Kathleen Weidner-Zoehfeld The Girl and the Dinosaur Hollie Hughes Dinosaur Roar! Henrietta Stickland If I had a dinosaur (Thames & Hudson) Gabby Dawney Tyrannosaurus Drip Julia Donaldson Creature Features, Dinosaurs Prehistoric Mammals Puddling! Emma Perry The Colour Monster Anna Llenas When I Coloured in the World Ahmadreza Ahmadi Today I Feel...: An Alphabet of Feelings Madalena Moniz The Day the Crayons Quit Drew Daywalt Wind (Whatever the Weather), Sun (Whatever the Weather) Rain (Whatever the Weather) Carol Thompson Shark in the Park on a Windy Day! Nick Sharratt Brown Bear, Brown Bear, What Do You See? Eric Carle The Rainbow Bear Michael Morpurgo Mix It Up! Herve Tullet Red Rockets & RainbowJelly Nick Sharratt&Sue Heap Weather: Explore nature with fun facts & activitiesDK	I Can Grow a Sunflower by RHS The Tiny Seed by Eric Carle The Secret Sky Garden by Linda Sarah The Very Hungry Caterpillar by Eric Carle The Crunching Munching Caterpillar by Sheridan Cain My First Book of Garden Bugs by Mike Unwin My Butterfly Bouquet Nicola Davies Jump and Shout! Mike Dumbleton Summer by Ailie Busby Summer is Here! by Heidi Pross-Gray The Little Gardener (Flying Eye Books) Emily Hughesy My First Book of Garden Bugs (RSPB) Mike Unwin Sun (Whatever the Weather) Carol Thompson Shark in the Park! Nick Sharratt The Very Hungry Caterpillar Eric Carle The Crunching Munching Caterpillar Sheridan Cain Summer (Child's Play Library) Ailie Busby Little Echo Al Rodin Through the Magic Mirror Anthony Browne The Foggy Foggy Forest Nick Sharratt Little Beaver and The Echo Amy MacDonald Shadows and Reflections (Light All Around Us) Daniel Nunn Kipper's Monster Mick Inkpen Night Monkey, Day Monkey Julia Donaldson My Shadow Robert Louis Stevenson	Our World: A First Book of Geography Sue Lowell All Around the World: Animal Kingdom by Geraldine Cosneau Tanka Tanka Skunk! by Steve Webb Handa's Surprise/Handa's Noisy Night by Eileen Browne One Gorilla: A Counting Book by Anthony Browne Fatou, Fetch the Water by Neil Griffiths Don't Spill the Milk! by Stephen Davies and Christopher Corr Baby Goes to Market by Atinuke My Granny Went to Market by Stella Blackstone Catch That Goat! by Polly Alakija Walk This World by Lotta Nieminen Under the Same Sky Britta Teckentrup Clean Up! by Nathan Bryon David Attenborough: Little People, Big Dreams Maria Isabel Little Turtle and the Sea Becky Davies Tidy Emily Gravett There's a Rang-Tan in My Bedroom James Sellick Penguin on Holiday (Bloomsbury) Salina Yoon David Attenborough: Little People, Big Dreams We're Going on a Lion Hunt David Axtell The Snail and the Whale Julia Donaldson Clean Up! Nathan Bryon Mr Gumpy's Series John Burningham Mrs Armitage Series Quentin Blake You Choose Pippa Goodhart The Duck who Didn't Like Water Steve Small Commotion in the Ocean Giles Andreae Water (Rise and Shine) Frank Asch

				Elme David McKee The Extraordinary Gardener Healthy Foods 📖 The Gigantic Turnip Eat Your Greens, Goldilocks: A Story About Healthy Eating Three Classic Adventures of Supertato The Very Hungry Caterpillar	The Lion Inside 📖 Book of Animals (Here We Are) Animal ABC (Nosy Crow) 📖 Animal Homes: A lift-the-flap book of discovery Animal Surprises 📖 Animals Are Delicious	There's a Shark in the Bath Sarah McIntyre Mr Archimedes' Bath Pamela Allen The Rainy Day (Usborne Picture Books) Anna Milbourne Maisy Learns to Swim Lucy Cousins Deep, Deep Sea Frann Preston-Gannon Creature Features: Oceans (Big Picture Press) Natasha Durley Hidden World: Ocean (Lift-the-flap nature) Libby Walden The See Saw 📖 Who's Hiding at the Seaside? 📖 Sally and the Limpet 📖 Lucy & Tom at the Seaside 📖 One is a Snail, Ten is a Crab Look What I Found at the Seaside
Enrichment Activities	Starting School Parents/Grandparents/Family Activity Harvest Festival 1st-15th October Recycle Week 16th-22nd October	Christmas Nativity Performance Remembrance Day November 11th Anti-Bullying Week November 13th-17th Non electricity Day Bonfire Night November 5th Divali November 12th Children in Need November 18th Road SAfety Week November 20th-25th Night Sky Evening Event Dart Class Sensory Walk	Sky Watch Night Walk Chinese New Year 10th February Science Week Hannukah December 7th Christmas Jumper Day December 8th National Storytelling Week January 30th -6th	Rosemoor Garden Visit Easter March 31st Earth Day April 22nd World Book Day March 7th International Women's Day March 8th Mother Day March 10th	Recycle Visit Mental Health Week May 15th-22nd	Transition to Year 1 Sports Day Race for Life Fathers Day June 16th
Communication and Language	Educational Programme: 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, story-telling 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.					
Skill	Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important. Speaking Children will talk in front of small groups and their teacher offering their own ideas.	Listening, Attention and Understanding Children will begin to understand how and why questions. Speaking Children will use new vocabulary throughout the day.	Listening, Attention and Understanding Children will learn to ask questions to find out more. Speaking Children will talk in sentences using conjunctions, e.g. and, because.	Listening, Attention and Understanding Children will retell a story and follow a story without pictures or props. Speaking Children will engage in non-fiction books and to use new vocabulary in different contexts.	Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how. Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events	Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges. Speaking Children will use talk in sentences using a range of tenses.

Implementation and Context	Daily story times Assist with switching attention encouraging them to stop and listen before returning to what they are doing. Explain unfamiliar vocabulary and concepts, Providing frequent exposure and recall. Provide an vocabulary rich environment Shared book reading	Encourage investigations that promote questioning. Model language that promotes and challenges thinking Open ended questioning Encourage elaboration of ideas and conversations Model words/phrases relevant to learning, refer to new language and vocabulary repeatedly, review previously taught vocabulary. Show enthusiasm in new ideas, think aloud, ask questions to check understanding of what the child is showing, eg 'i wonder if...	Model good listening, identify when you want children to listen and link this to learning. Identify and define key vocabulary, narrate actions in relation to new vocabulary, build on incidental talk, make suggestions, model accurate irregular grammar eg past tense plurals, complex sentences Narrate events and actions, recall previous events, extend children's thinking Provide opportunities for children to comment on your explanations eg listen carefully did I get that right? Use key sequencing words in stories and retelling accounts.	Model how to think out loud to work things out. Provide sentence stems to help children organise thoughts and speech eg that is because... I think it is..... You could.... It might be.... Enable children to revisit books they enjoy, read with animation, provide opportunity to comment on the story, identity plot, characters and storyline, roleplay stories and re-enact interactions between characters. Demonstrate familiarity in poems/rhymes/stories by exploring prosody and exploring expression when reading.	Model talk through routines or narrative to explain situations. Enable children to have the opportunity to retell stories as well as making up their own invented stories. Provide a variety of different, high quality texts for the children to explore and experience. Provide support and structures for parents to engage in high quality texts with their children. Understanding the importance of reading for pleasure and childrens decodable books.	Encourage children to join in with refrains for example in traditional stories, talking about key 'story narrative' language eg 'Once upon a time Provide a range of books that encourage knowledge of the world, and topic specific books eg weather/animals Revisit previous familiar books relating to their own lives
Early Learning Goal	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. 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.					
Personal, Social and Emotional Development	Educational Programme: 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 9 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					
Skill	Self-Regulation Children will be able to follow one step instructions. Children will recognise different emotions. Children will focus during short whole class activities. Managing Self Children will learn to wash their hands independently. Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults.	Self-Regulation Children will talk about how they are feeling and to consider others feelings. Managing Self Children will understand the need to have rules. Building Relationships Children will begin to develop friendships.	Self-Regulation Children will be able to focus during longer whole class lessons. Managing Self Children will begin to show resilience and perseverance in the face of a challenge. Building Relationships Children will be able to use taught strategies to support in turn taking.	Self-Regulation Children will identify and moderate their own feelings socially and emotionally. Managing Self Children will develop independence when dressing and undressing. Building Relationships Children will listen to the ideas of other children and agree on a solution and compromise.	Self-Regulation Children will be able to control their emotions using a range of techniques. Managing Self Children will manage their own basic needs independently. Children will learn to dress themselves independently. Building Relationships Children will learn to work as a group.	Self-Regulation Children will be able to follow instructions of three steps or more. Managing Self Children will show a 'can do' attitude. Children will understand the importance of healthy food choices. Building Relationships Children will have the confidence to communicate with adults around the school.

Implementation and Context	Being Me in My World -Who ...Me? : Know special things about themselves -How am I feeling today?: Know that some people are different from themselves -Being at School: Know how happiness and sadness can be expressed -Gentle Hands: Know that hands can be used kindly and unkindly -Our Rights: Know that being kind is good -Our Responsibilities: Know they have a right to learn and play, safely and happily	Celebrating Difference -Identifying talents: What am I good at? Accept that everyone is different - Being special: I'm Special, I'm Me! Include others when working and playing -Families: Know how to help if someone is being bullied - Where we live: Homes Try to solve problems -Making friends: Use kind words -Standing up for yourself:Know how to give and receive compliments	Dreams and Goals -Challenge: Challenge: Stay motivated when doing something challenging -Perseverance: Never Giving Up Keep trying even when it is difficult -Goal-setting: Setting a goal Work well with a partner or in a group - Overcoming obstacles: Obstacles and Support. Have a positive attitude -Seeking help Flight to the Future Help others to achieve their goals -Jobs Achieving goals:Footprint Awards Are working hard to achieve their own dreams and goals	Healthy Me -Exercising bodies:Everybody's Body Have made a healthy choice - Physical activity:We like to move it, move it Have eaten a healthy, balanced diet - Healthy food :Food Glorious Food Have been physically active -Sleep :Sweet Dream:Have tried to keep themselves and others safe -Keeping clean: Keeping Clean Know how to be a good friend and enjoy healthy friendships - Safety:Safe Adults: Know how to keep calm and deal with difficult situations	Relationships -Family life:My Family and Me! Know how to make friends - Friendships :Make friends, make friends, never ever break friends Part 1 Try to solve friendship problems when they occur -Breaking friendships :Make friends, make friends, never ever break friends Part 2: Help others to feel part of a group -Falling out :Falling Out and Bullying Part 1:Show respect in how they treat others -Dealing with bullying :Falling Out and Bullying Part 2: Know how to help themselves and others when they feel upset and hurt -Being a good friend :Being the best friends we can be: Know and show what makes a good relationship	Changing Me! -Bodies: My Body: Understand that everyone is unique and special -Respecting my body: Can express how they feel when change happens - Growing up: Understand and respect the changes that they see in themselves - Growth and change: Understand and respect the changes that they see in other people - Fun and fears :Know who to ask for help if they are worried about change -Celebrations : Are looking forward to change
Vocabulary	Kind, Gentle, Friend, Similar, Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns, Unique. NURTURING NATURE VALUE	Special, Difference Equal, Kindness, Aware Confident, Proud, Strong, Brave ASPIRING NATURE VALUE	Challenge, perseverance, resilience, goals, achieve, positive, attitude, dreams, TEAMWORK NATURE VALUE	Exercise, body, healthy, diet (healthy balanced diet), active, safe, calm, UNIQUE NATURE VALUE	Family, friends, friendships, problems, falling out, bullying, upset, hurt, RESPECT NATURE VALUE	Body, unique, special, respect, EQUAL NATURE VALUE
Early Learning Goal	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. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability. 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. 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.					
Physical Development	Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives7. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination 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, coordination 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 coordination, 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.					
Skill	Gross Motor to include Gymnastics Children will learn to move safely in a space. Fine Motor Children will begin to use a tripod grip when using mark making tools.	Gross Motor to include Dance Children will explore different ways to travel using equipment. Fine Motor Children will accurately draw lines, circles and shapes to draw pictures.	Gross Motor to include Ball Skills Children will be able to control a ball in different ways. Children will balance on a variety of equipment and climb. Fine Motor Children will handle scissors, pencil and glue effectively.	Gross Motor Children will jump and land safely from a height. Fine Motor Children will use cutlery appropriately.	Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement. Fine Motor Children will hold scissors correctly and cut out small shapes.	Gross Motor Children will be able to play by the rules and develop coordination. Fine Motor Children will form letters correctly using a tripod grip.

Implementation and Context	Strengthen upper body- crawl, climb, wheelbarrow, race, wash windows, fly kites, Simon says and action songs. Messy play- strengthen arms with both hands moving and squeezing. Scribbles made with lines, then lines and enclosed spaces. Finger isolation activities- finger painting, finger action songs Pincer grip activities- peg boards, geoboards, threading.	Marks including pre-writing shapes- dots, vertical lines, horizontal lines and circles. Oversimplified representation of a person. Simple representation of a person with a head, body, arms, and legs showing a range of emotions e.g. happy/ sad.	Begin to look closely at objects, animals and people and add key features to their drawing. Marks including more complex pre-writing shapes- crosses, zig-zags, rectangles, squares and triangles.	Simple pictures of familiar objects using shapes beginning to choose colours for the purpose. More detailed representation of a person.	Selects colours for a purpose and use appropriate patterns when creating observational drawings of simple objects, animals and people. More complex representations of multiple objects. Colours chosen for the purpose.	Create detailed observational drawings with accurate shapes, colours and patterns.
Vocabulary	Gymnastics Key Vocabulary star, tuck, straight, pike, balance, still. jump, link, rocking, rolling, space, share	Dance Key Vocabulary space, safety, twist, bend, repeat, explore, link, copy, level, travel, bounce, march,	Ball Skills Key Vocabulary roll, target, stop, still, ladybirds, grasshopper, ready position, kick, safely, tracking, accuracy, determination, control, dribble, teamwork, resilience, control, safety, target, accuracy	Fundamentals 1 & Games ~Unit 1 Key Vocabulary travel, balance, stop still, direction, safe space, jumping, landing, hop, stop, travel, direction, key, map, gears, safely, underarm, overarm, honesty, taking turns, sharing, kind, teamwork, rules,	Fundamentals 2 Key Vocabulary travel, balance, stop, still, direction, safe space, jumping, landing, hop, stop, key, map.	Games Unit 2 Key Vocabulary Accuracy, honesty, safe space, catcher, kind, team, coordination, travel, fair, score, together, winning, losing, key, map,
Early Learning Goal	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. 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.					
Literacy	Educational Programme: 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).					
Skill	Comprehension Children will independently look at a book, hold it the correct way and turn pages. Word Reading Children will segment and blend sounds together to read words. Writing Children will give meanings to the marks they make.	Comprehension Children will engage and enjoy an increasing range of books. Word Reading Children will begin to read captions and sentences. Writing Children will form letters correctly.	Comprehension Children will act out stories using recently introduced vocabulary. Word Reading Children will recognise taught digraphs in words and blend the sounds together. Writing Children will write words representing the sounds with a letter/letters.	Comprehension Children will be able to talk about the characters in the books they are reading. Word Reading Children will read words containing tricky words and digraphs, Writing Children will write labels/[phrases representing the sounds with a letter/letters.	Comprehension Children will retell a story using vocabulary influenced by their book. Word Reading Children will read longer sentences containing phase 4 words and tricky words. Writing Children will write words which are spelt phonetically.	Comprehension Children will be able to answer questions about what they have read. Word Reading Children will read books matched to their phonics ability. Writing Children will write simple phrases and sentences using recognisable letters and sounds.
Implementation and Context	The Colour Monster The Gruffalo	The Runaway Chapati The Jolly Christmas Postman	Bedtime for Monsters One Snowy Night- Percy the Park Keeper	We're Going on a Bear Hunt Errol's Garden	Yucky Worms Owl Babies	Handas Surprise Hooray for Fish

Vocabulary	The Colour Monster feelings, emotions, rested , calm, cool, peaceful, relaxed, muddled, confused, mixed up, distracted, friendly , caring, loving, kind, Unhappy, gloomy, miserable, upset, sad, bothered, annoyed, furious, nervous, worried, scared, terrified, happy, cheerful, delighted, excited The Gruffalo stroll, wood, fox, teeth, tusks, claw, speed, owl, treetop, knee, toes, wart, stream, feast, logpile, prickles, tongue, scrambled, lake, slide, jaws, river, mouse underground, toes, feast	The Runaway Chapati chapati, fry, delicious, tasty, hungry, chased, Relate to 'The Gingerbread Man' little old woman, little old man, girl, dog, cat, boy, cow, cockerel, horse, pig, oven, fox, baked, Gingerbread Man The Jolly Christmas Postman blue jolly read letter hills bell milk baby bottle postman palace paper giant knee uniform garage bun grandma green cackle bicycle Cinderella wolf wicked party witch Three Bears cottage postcard Goldilocks glee,	Bedtime for Monsters bedtime, licking, thinking, dark, terrible, forest, knife fork, gloopy, sloopy swamp, taste, thorns, thistles, scritch, scratch, decide, delicious, squicked, squashed, cole, snowy, closer, hungry, scared, empty, rumble, grumble, creak, disgusting, silly. One Snowy Night cold, park, hut, cozy, suddenly, miserable, plenty, snuggled, shivering, freezing, frozen, squeezed, promise, behave, shoved, scratching, underneath, loud,	We're Going on a Bear Hunt hunt, big, beautiful scared, long, wavy, over, under, through, deep cold, thick oozy, squelch, tip toe, forest, cave, swirling, twirling, narrow, gloomy, Errols Garden garden, growing, real, dream, notice, flat, building, house, bungalow, roof, plan, different, planting, compost, seeds, (parts of a plant), (names of vegetable), change, year, balcony,	Yucky Worms slimy, slithery, disappeared, pointy, tunnel, earth, grit, rotten, cool, cast, recycle, loosen, dangerous, tip, vibrations, thump, rustle, bristles, muscles, Owl Babies trunk, twigs, nest, nocturnal, owlets, waited, patient, dark, brave, thought, oft, silent, branch, fuss,	Handas Surprise delicious, fruit, surprised, village, prefer, favourite, soft, sweet, guava, round, juicy, ripe, mango, spiky, pineapple, creamy, avocado, tangy, passion fruit, Hooray For Fish little, friends, spotty, stripy, happy, grumpy, different, unique, scary, frightening, shy, fat, thin, twin, fin, curly, wurly, twisty, twirly, upside down, round,
Early Learning Goal'	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. 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. 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.					
Mathematics	Educational Programme: 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.					
	Match, Sort & Compare Talk about Measure & Patterns It's Me 123	Circles & Triangles 12345 Shapes with 4 Sides	Alive in 5 Mass and Capacity Growing 6, 7, 8 Length, Height & Time	Length, Height & Time Building 9 and 10 Explore 3D Shapes	To 20 & Beyond How many now? Manipulate, Compose & Decompose Sharing & Grouping	Visualise, Build & Map Make Connections Consolidation
Skill	Number Children will have a deep understanding of 1-3. Numerical Patterns Children will verbally say which group has more or less.	Number Children will have a deep understanding of numbers 1-5. Numerical Patterns Children will compare equal and unequal groups.	Number Children will have a deep understanding of numbers 1-8. Numerical Patterns Children will understand & explore the difference between odd & even numbers.	Number Children will have a deep understanding of numbers 1-10. Numerical Patterns Children will add and subtract using number sentences.	Number Children will revise number bonds to 5. Numerical Patterns Children will share quantities equally.	Number Children will know number bonds to 10, including doubling facts. Numerical Patterns Children will be able to count beyond 20 and higher.
Implementation and Context	Match objects Match pictures & objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts Compare size: Compare Mass					

	Explore simple patterns Copy & Continue simple patterns Create Simple Patterns Find 1,2,3 Subitise 1,2,3 Represent 1,2,3, 1 more/1 less Composition of 1,2,3							
Vocabulary	Match Same/ different Sort object set matchin g set similar rule sorting odd guess more fewer smaller compar e Pattern Numeral one more one less	smaller bigger larger longer shorter taller heavier lighter heaviest lightest balance scale more most less least containe r capacity pattern same different repeat pattern mistake continue	altogeth er total count group total subitise different moretha n less than	Match, Compare, Sort, Equal Shapes, Unequal/not equal Composition Represent Arrange Sequence	Odd/Even, Same/Different More/Less/Fewer,Compare Equal/Unequal, Altogether/Total, Composition, Compare, Heavier/Lighter/Heaviest/Lightest/ Heavy/Light, Full/Empty, Capacity, Measure, comparative language 'than', predict, balanced, scales, group, nearly full, nearly empty, small, smallest, large, largest, most, least, missing, takeaway, add, short shorter tall taller shortest tallest.	Add/Subtract Counting on, Taking away Tangrams	Share Equal Quantity Number bonds Doubling, Sharing, Grouping, Even Odd Estimate, Subtract, Ordering, Most, Least, Adding More, Tangrams First, Then, Now	Number Bonds, Double, Halving Sharing Odds, Evens, Equal Groups/Unequal Groups,
Early Learning Goal	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. 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.							
Understanding the World	Educational Programme: 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							
Skills	History: Past and Present Children will know about their own life story and how they have changed. Geography: People, Culture and Communities Children will know about features of the immediate environment. Science: The Natural World Questioning Children will understand the terms 'same' and 'different'.	History: Past and Present Children will know some similarities and differences between things in the past and now. Geography: People, Culture and Communities Children will know that there are many countries around the world. Science: The Natural World Questioning and Observing Children will explore and ask questions about the natural world around them.	History: Past and Present Children will talk about the lives of people around them. Geography: People, Culture and Communities Children will know that people around the world have different religions. Science: The Natural World Identifying Children will talk about features of the environment they are in and learn about the different	History: Past and Present Children will talk about past and present events in their lives and what has been read to them. Geography: People, Culture and Communities Children will know about people who help us within the community. Science: The Natural World Identifying & Testing Children will make observations about plants discussing similarities	History: Past and Present Children will know about the past through settings and characters. Geography: People, Culture and Communities Children will know that people in other countries may speak different languages. Science: The Natural World Recording Children will make observations about animals discussing similarities and differences.	History: Past and Present Children will know about the past through settings, characters and events. Geography: People, Culture and Communities Children will know that simple symbols are used to identify features on a map. Science: The Natural World Recording & drawing Conclusions Children will know some important processes and changes in the		

	RE: People, Culture and Communities Children will know what Creation teaches Christian's about God.	RE: People, Culture and Communities Children will know what Christians say God is like. Children will know why Christans perform nativity plays.	environments. RE: People, Culture and Communities Children will know what kind of king Jesus may have been. Children will know what the church is and why the local church is linked to our school.	and differences. RE: People, Culture and Communities Children will know why people say sorry. Children will know why Christians put three crosses in an Easter garden. Children will know how Easter Day is different from Good Friday. Children will know why Christians are happy on Easter.	RE: People, Culture and Communities Children will know what Christians say the Holy Spirit is like.	natural world, including states of matter. RE: People, Culture and Communities Children will know how the disciples changed when they first met Jesus.
Implementation and Context	Me and My Community Take photographs, draw simple picture maps and collect simple data during fieldwork activities. Recognise and discuss how they have changed from when they were babies. Describe how they can look after their environment. Use age-appropriate software to create images and record sounds and videos. Talk about the different occupations that familiar adults and members of their community have. Name and talk about human-made features in the local environment, including shops, houses, streets and parks. Input simple instructions to technological toys, including floor robots and onscreen sprites. Exploring Autumn Explore the natural world around them and give simple descriptions, following observation, of changes. Explore the natural world around them and give simple descriptions, following observation, of changes. Identify common features for different groups of animals, including wild and domestic animals. With support, observe, record and talk about materials and living things. Describe how they can look after their environment. Describe, predict and sort things that float and sink and talk about the forces that they can feel.	Once Upon a Time Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life. Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. Construct simple structures and models using a range of materials. Explore and talk about pictures, stories and information books on the theme of royalty. Represent different parts of the human body from observation, imagination or memory with attention to some detail. Compare and group objects and materials according to simple given criteria. Explore and describe electrical and non-electrical light sources. Share stories and talk about events in the past. Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next. Describe, predict and sort things that float and sink and talk about the forces that they can feel. Describe a contrasting environment to their own. Comparing day and night Day and Night Walk, Moonlight shadows Sparkle and Shine Show an awareness of the similarities and differences between people in different communities and groups from around the world.	Starry Night During small group, class and 1:1 discussions, ask questions to understand what has been said. Identify common features for different groups of animals, including wild and domestic animals. Talk about the different occupations that familiar adults and members of their community have. Compare and group objects and materials according to simple given criteria. With support, observe, record and talk about materials and living things. Make a shadow bigger or smaller using toys, play equipment and a light source. Input simple instructions to technological toys, including floor robots and onscreen sprites. Explore and describe electrical and non-electrical light sources. Share stories and talk about events in the past. Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next. Describe, predict and sort things that float and sink and talk about the forces that they can feel. Describe a contrasting environment to their own. Comparing day and night Day and Night Walk, Moonlight shadows Winter Wonderland Talk about things they can do on winter evenings and things they can do on summer evenings and begin to notice the difference in	Dangerous Dinosaurs Participate in discussions, take part in pretend play and develop stories using props to organise themselves and their play. Make a shadow bigger or smaller using toys, play equipment and a light source. Make and use simple maps in their play to represent places and journeys, real and imagined. Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next. Identify common features for different groups of animals, including wild and domestic animal Match animals to the foods that they eat Use age-appropriate software independently. With support, use simple equipment, such as timers, rulers and containers, to measure length, height, capacity and time. Input simple instructions to technological toys, including floor robots and onscreen sprites. Puddles & Rainbows Describe simply how weather changes as the seasons change. Record observations about the way the local environment changes throughout each season. Use age-appropriate software to create images and record sounds and videos. Name and describe natural phenomena, such as the size of shadows, the colours of a rainbow, the speed of clouds moving across the sky and the	Sunshine & Sunflowers Observe and describe living things and their habitats within the local environment. Draw or paint a place from observation or imagination. Notice and begin to describe patterns of weather in summer and winter. Describe simply how weather changes as the seasons change. Make and use simple maps in their play to represent places and journeys, real and imagined. Begin to name and group plants and trees according to their observable features. Explore the natural world around them and give simple descriptions, following observation, of changes. Listen to and talk about selected fiction and non-fiction books to develop a deep familiarity with new knowledge and vocabulary. Name and describe basic features of plants and trees. Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next. With support, observe, record and talk about materials and living things. Input simple instructions to make technological toys operate, including floor robots and onscreen sprites. Describe some ways that plants, animals and the environment should be cared for in order for them to survive. Navigate to find digital content, in digital folders and online, with supervision. Observe and describe living things	Big Wide World Take photographs, draw simple picture maps and collect simple data during fieldwork activities. Begin to notice and talk about the different places around the world, including oceans and seas. Show an awareness of the similarities and differences between people in different communities and groups from around the world. Make and use simple maps in their play to represent places and journeys, real and imagined. Explore, build and play with a range of resources and construction kits with wheels and axles. Describe how the weather, plants and animals of one place is different to another using simple geographical terms. Identify common features for different groups of animals, including wild and domestic animals.. Input simple instructions to technological toys, including floor robots and onscreen sprites. Follow instructions, including simple recipes, that include measures and ingredients. Share stories and talk about significant people who lived in the past. Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources. Describe how they can look after their environment. Use age-appropriate software to create images and record sounds and videos. Name and sort everyday items into groups of the same material. Describe a contrasting environment to their own.

		Show an awareness of the similarities and differences between people in different communities and groups from around the world. Follow instructions, including simple recipes, that include measures and ingredients. Show an awareness of the similarities and differences between people in different communities and groups from around the world. Name and sort everyday items into groups of the same material. Festival of light Is it shiny?	day length. Describe simply how weather changes as the seasons change. Talk about some of the things that they have observed using simple scientific vocabulary. Find different ways to do things when playing and exploring and use all their senses in hands-on exploration of natural materials. Name a variety of domestic and wild animals. Participate in discussions, take part in pretend play and develop stories using props to organise themselves and their play. Describe how the weather, plants and animals of one place are different from another using simple geographical terms. Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources. Describe some ways that plants or animals should be cared for in order for them to survive. Select appropriate tools and media to draw with. Making winter bird food cakes.	strength of a wave. Explore and describe electrical and non-electrical light sources. Welly walk Plant a rainbow	and their habitats within the local environment. Begin to name and group plants and trees according to their observable features. Shadows and Reflections Ask a relevant scientific question to find out more, explain how things work and why they might happen. Name and describe natural phenomena, such as the size of shadows, the colours of a rainbow, the speed of clouds moving across the sky and the strength of a wave. Compare and group objects and materials according to simple given criteria. Make a shadow bigger or smaller using toys, play equipment and a light source.Explore how to use different computing hardware.	Splash Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next. Navigate to find digital content, in digital folders and online, with supervision. Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. Describe, predict and sort things that float and sink and talk about the forces that they can feel. Describe some ways that plants or animals should be cared for in order for them to survive. Compare and group objects and materials according to simple given criteria.
Vocabulary	Trees, Leaves, Change, House Road, Building, Shop, Church Hibernate, Spring, Summer Autumn, Winter	Pat/Present, Day, Night Shiny Sort, Reflect, Torch, Cooperate Patient, Behaviour, Character Fairy tale, Acting, Costume	Day, Daytime, Moon, Sky, Star Sun, Dark, Light, Photograph Video clip, Earth, Freeze, Snow Ice, Snowflake, Icicle	Chart, Pictogram, Extinction Diet, Habitat, Carnivore, Herbivore, Rain, Puddle, Seasons, Forecast,Shower Measure, Jug, Seasons, Rainbows	Environment, Flower, Garden, Insect, Leaf, Live, Local, Park Plant, Rock, Soil, Wildlife, Bounce, Colourful, Dull, Mirror Reflect, Reflection, Shiny, Smooth, Symmetry	Habitat, Claw, Animal, Species Journey, Map, Photograph Country, Ocean, Earth Transport, Aeroplane, Boat Train, Container, Sink, Heavy Float, Full, Empty, Clean, Germs Hygiene
Early Learning Goal	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. People, Culture 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. 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.					
Expressive Arts and Design	Educational Programme: 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					
Skills	Music: Being imaginative Children will sing and perform nursery rhymes. See Charanga Progression of Skills document. Art & Design: Creating with Materials Drawing and Painting	Music: Being imaginative Children will experiment with different instruments and their sounds. See Charanga Progression of Skills document. Art & Design: Creating with Materials Materials	Music: Being imaginative Children will create narratives based around stories. See Charanga Progression of Skills document. Art & Design: Creating with Materials Painting & Sculpture	Music: Being imaginative Children will move in time to the music. See Charanga Progression of Skills document. Art & Design: Creating with Materials Collage & Textiles	Music: Being imaginative Children will play an instrument following a musical pattern. See Charanga Progression of Skills document. Art & Design: Creating with Materials Collage & Textiles	Music: Being imaginative Children will invent their own narratives, stories and poems. See Charanga Progression of Skills document. Art & Design: Creating with Materials Materials

	Children will experiment mixing with colours.	Drawing & Painting Children will experiment with different textures.	Children will safely explore different techniques for joining materials.	Children will make props and costumes for different role play scenarios.	Children will explore and use a variety of artistic effects to express their ideas and feelings.	Children will share creations, talk about processes and evaluate their work.
Implementation and Context	Drawing https://www.accessart.org.uk/colour-wheel-for-infants-and-juniors/ Focus Artist: - Claude Monet -local artist - Yvonne Coomber and Kandinsky Story Books: -The colour monster -The Dot -A colour of his own -Mix It Up! by Hervé Tullet ---Katie and the Waterlily Pond: A Magical Journey Through Five Monet Masterpieces Outdoor Art: -Floral / grassland themed painted inspired by Yvonne Coomber	Painting https://www.accessart.org.uk/colour-wheel-for-infants-and-juniors/ Example artists to explore: -Kandinsky -Georgia O'keefe - Claude Monet -local artist - Yvonne Coomber -https://www.yvonnecoomber.com/ Example story books: -The Colour Monster -The Dot -A Colour of his Own -Mix It Up! by Hervé Tullet ---Katie and the Waterlily Pond: A Magical Journey Through Five Monet Masterpieces Outdoor art: -painting in the pond area inspired by Monet -Floral / grassland themed painted inspired by Yvonne Coomber	Printing Printing with hands, feet and flowers. Printing techniques Monoprints Make prints with plasticine Make your own wrapping paper Focus Artist: Paul Klee -Andy Warhol -karen Lederer -https://www.accessart.org.uk/which-artists-claire-harrup/ Outdoor Art: Draw pondlife and create monoprints of drawings -collect natural materials and printing with them, textured rubbings of different outdoor surfaces block print with fruit or vegetables	3D sculpture Introduction to sculpture video:https://www.accessart.org.uk/talking-points-introduction-to-sculpture/ Focus artists: -Barbara Hepworth https://www.tate.org.uk/kids/expl ore/who-is/who-barbara-hepworth -Andy Godsworthy -Damien Hirst -Henry Moore -Sandy Brown -Phoebe Cummings Outdoor art: Outdoor sculpture inspired by Andy Goldsworthy Tree clay faces	Collage https://www.accessart.org.uk/which-artists-collage-and-assemblage-5-11/ https://www.tate.org.uk/kids/make/cut-paste/play-collage https://www.accessart.org.uk/nursery-night-time-collage/ https://www.tate.org.uk/kids/expl ore/what-is/pop-art Example artists to explore: • Kazimir Malevich • Fred Tomaselli • Ben Giles • Derek Gores Pop Artists: • Eduardo Paolozzi • Richard Hamilton • Henry Matisse • David Hockney Outdoor art: create outdoor collage pages using found objects. https://drive.google.com/file/d/1AYuvF4xjJoPMw-me3V2xNw_z29CiABcc/view?usp=sharing 	Textiles https://www.accessart.org.uk/creativity-medals/ Focus artists to explore: https://www.accessart.org.uk/gabby-savagedickson-felting-sets/ https://www.accessart.org.uk/which-artists-textile-artists-5-11/ Coco Chanel - https://youtu.be/IB3rkG2Lepo Outdoor art: weaving with natural materials such as twigs and leaves Printing onto fabric using natural items such as earth, with berries, vegetables, grass etc.
Early Learning Goals	Creating with Materials : 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. Being Imaginative : 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.					