'*Shine like stars in the universe.*' Philipians 2:14-15
love, service, courage, forgiveness, compassion, generosity

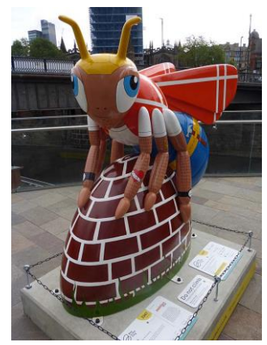
Reception (updated FEB 2024)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Parent Partnership	Parent meeting Learning with Parents and the Importance of Reading **SHINE-** Communication and Language	**SHINE -** Personal, Social and Emotional Nursery rhyme week **SHINE -** Physical Christmas	**SHINE -** Mathematics Valentines Day	Easter Learning with Parents and the Importance of Reading **SHINE -** Literacy	Eid **SHINE** Expressive Art and Design **SHINE** Understanding the World	Year 1 transition Sports day
Cultural Capital	Owl babies Dentist visit Trip to the Julia and Axel Lowery Road safety with Helen Trip to the post box / park, Autumn	Fire Safety with MFB Trip to Stoller hall Trip to the Police Museum Trip to the post box/ park, Winter Reindeers	Trip to the Dinosaur Museum Manchester	Trip to the St Cross church – Easter / Spring *Living eggs*	Trip to the library / post box Trip to the Sea Life centre	Olympics *Caterpillars*
Thematic weeks	Harvest Festival Black History Month	Bonfire night Diwali Anti- Bullying Remembrance Tree decorating Christmas	Chinese New Year Shrove Tuesday Valentines' day	Mother's Day World Book Day World Maths Day World Science Day Easter	Eid Earth Day World Ocean Day International Mud Day	Olympics
School Values	**Generosity** (Harvest)	**Compassion** (Christmas)	**Courage** (Candlemas)	**Forgiveness** (Lent and Easter)	**Love** (Pentecost)	**Service** (Trinity)
Personal Learning Goals		**Adaptable, Ethical, Respectful, Empathetic, Communicator, Thinker, Collaborator, Resilient**				

IEYC *Topics Linked to IPC*	*(Nursery This is me)* **Healthy Habits**  *(Year 2 We are What we Eat)*	*(Nursery Going places, let's play outside)* **Weather Wonders**  *(Year 1 The Earth our Home)*	*(Nursery Toy shop)* **Dinosaur Detectives**  *(Year 1 The Earth our Home Year 2 Time Travellers)*	*(Nursery Going places)* **Ocean Treasures**  *(Year 2 Live and let live, Year 2 From A to B)*	**To the Rescue**  *(Year 1 Super Humans)*	*(Nursery let's play outside)* **The Brilliant Bug Ball**  *(Year 1 The Earth our home, Year 2 Live and let live)*
Novels	Elmer Owl babies Funny bones I don't want to wash my hands Splat the cat goes to the doctors Olivers vegetables Rainbow fish Little tree Rumble in the jungle We are going on a bear hunt Giraffes can't dance	Stick Man Zog Little cloud Stuck Sun After the storm Stormy night Jack Frost Time to sleep Arctic animals	Aliens love Underpants Billy and the dragon Dinosaur roar Dinosaur in my school First big book of dinosaurs Dinosaur who lost his roar Bumpus jumps dinosaurmpus	Tiddler Rainbow Fish Out of the blue Ill follow the moon Swimming Rainbow fish A house for Hermit crab Rainbow fish and the blue whale Deep sea Diary Over in the Ocean	Handa's hen Six dinner Sid Snail trail Super worm The very hungry caterpillar The bad-tempered ladybird	Lost and Found The lion inside Super Tato Super Daisy Peace at Last If you lived here Superheroes are everywhere Ten rules for being a superhero Super Villain 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.
Literacy RWI	Read Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk Begin to form letter formation Write my first name Blend some sounds together so we can read short CVC words	Set 1 sounds / Red Ditty Beginning to recognise 'Special friends' th, ch, qu, ng, nk Secure blending of words, so we can read short words - with set 1 sounds Form most set 1 letter sounds correctly Begin to spell words by identifying the sounds and then writing the sound with letter/s CVC.	Red / Green Books Confident reading words with 'Special friends' th, ch, qu, ng, nk Read some common exception words: put, the, I, no, of, my, for, he Form set 1 letter sounds correctly Begin to read simple phrases and sentences made up of words with known letter–sound correspondences and some common exception words. Able to spell words by identifying the sounds and then writing the sound with letter/s CCVC, CVCC	Green / Purple Books Begin to recognise the set 2 sounds ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Begin to blend words with the set 2 sounds Begin to form some capital letters correctly Able to Begin to read simple phrases and sentences made up of words with known letter–sound correspondences and some common exception words Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. With support able to write short sentences with words with known letter-sound correspondences using a capital letter and full stop. 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.	

Maths *Power Maths*	**Numbers to 5** Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Make comments about what they have heard and ask questions to clarify their understanding **Comparing groups within 5** Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. **Shape** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	**Change within 5** Have a deep understanding of number to 10, including the composition of each number **Number bonds within 5** Have a deep understanding of number to 10, including the composition of each number. 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. **Space** Make comments about what they have heard and ask questions to clarify their understanding.	**Numbers to 10** Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Verbally count beyond 20, recognising the pattern of the counting system. **Comparing numbers within 10** Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. **Addition to 10** Have a deep understanding of number to 10, including the composition of each number. 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. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	**Measure** Demonstrate strength, balance and coordination when playing. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. **Number bonds to 10** Have a deep understanding of number to 10, including the composition of each number. 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. **Subtraction** Have a deep understanding of number to 10, including the composition of each number. 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 fact **Exploring patterns** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	. **Counting on and counting back** Have a deep understanding of number to 10, including the composition of each number. Verbally count beyond 20, recognising the pattern of the counting system **Numbers to 20** 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. **Numerical patterns** Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	**Shape** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function **Measure** Demonstrate strength, balance and coordination when playing. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. **Sorting** Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. **Time** Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 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.

PE Get set for PE	**Introduction to PE** I can make independent choices. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively and take turns with others. I understand the rules and can explain why it is important to follow them. I use movement skills with developing balance and co-ordination.	**Ball skills** I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I persevere when trying new challenges. I play ball games with consideration of the rules. I play co-operatively and take turns with others. I use ball skills with developing competence and accuracy.	**Fundamentals** I am confident to try new challenges, deciding on the skills I use to complete the task. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively, take turns and congratulate others. I play games honestly with consideration of the rules. I show an understanding of my feelings and can regulate my behaviour. I use movement skills with developing balance and co-ordination	**Gymnastics** I am confident to try new challenges. I can combine movements, selecting actions in response to the task and apparatus. I can confidently and safely use a range of large and small apparatus. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I use movement skills with developing strength, balance and co-ordination showing increasing control and grace. I work co-operatively with others and take turns.	**Dance** I am confident to try new challenges and perform in front of others. I can combine movements, selecting actions in response to the task. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I show respect towards others when providing feedback. I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.	**Games** I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively, take turns and encourage others .I play games honestly with consideration of the rules. I show an understanding of my feelings and can regulate my behaviour. I use ball skills with developing competence and accuracy. I use movement skills with developing balance and co-ordination.
PSED Jigsaw	**Being Me in My World** I understand how it feels to belong and that we are similar and different I can start to recognise and manage my feelings I enjoy working with others to make school a good place to be I understand why it is good to be kind and use gentle hands I am starting to understand children's rights and this means we should all be allowed to learn and play	**Celebrating Differences** I can identify something I am good at and understand everyone is good at different things I understand that being different makes us all special I know we are all different but the same in some ways I can tell you why I think my home is special to me I can tell you how to be a kind friend I know which words to use to stand up for myself when someone says or does something unkind	**Dreams & Goals** I understand that if I persevere I can tackle challenges I can tell you about a time I didn't give up until I achieved my goal I can set a goal and work towards it I can use kind words to encourage people I understand the link between what I learn now and the job I might like to do when I'm older I can say how I feel when I achieve a goal and know what it means to feel proud	**Healthy Me** I understand that I need to exercise to keep my body healthy I understand how moving and resting are good for my body I know which foods are healthy and not so healthy and can make healthy eating choices I know how to help myself go to sleep and understand why sleep is good for me I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet	**Relationships** I can identify some of the jobs I do in my family and how I feel like I belong I know how to make friends to stop myself from feeling lonely I can think of ways to solve problems and stay friends I am starting to understand the impact of unkind words I can use Calm Me time to manage my feelings I know how to be a good friend	**Changing Me** I can name parts of the body I can tell you some things I can do and foods I can eat to be healthy I understand that we all grow from babies to adults I can express how I feel about moving to Year 1 I can talk about my worries and/or the things I am looking forward to about being in Year 1
RE *- Questful RE*	**Harvest** To understand why we say thank you to God at harvest time and talk about him being creator.	**Why Is the Word God So Important to Christians? (UC)** **Christmas – Why do Christians perform Nativity plays? (UC) {Incarnation}** To understand that Christmas is the celebration of Jesus' birth.	**Stories Jesus told – Why did Jesus tell stories? {Gospel}** To introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up.	**Easter 2** **{Salvation}** Explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know it is a celebration of Jesus' death and resurrection.	**Friendship – what makes a good friend?** To understand the meaning of friendship, how we make friends and why friends are important. To know about Jesus making friends, how he made friends and who he chose	**Prayer – what is prayer?** To understanding what prayer is and the different ways people of faith talk to God.

Art	**L. S. Lowery** I am able to talk about local artists and their history. I can talk about how a painting makes me feel. 	**Jackson Pollock** I am able to use a variety of different tools including different size brushes, sponges and fingers. I can name and recognise and name primary colours. I can explore and mix colours. Investigate colour mixing using poster, powder and watercolour paints. 	**Guy Harvey** I am able investigate different lines: Straight, curved, wavy, dashed (hatching, cross hatching, stipple, scumble) I can evaluate my first draft and make improvement for the second draft 	**Katsushika Hokusai** I am able to cut with scissors, join with glue to create a collage or junk model using: paper plates straws, lolly sticks, big and small paper. I am able to use a variety of different tools including different size brushes, sponges and fingers to create. I can evaluate my first draft and make improvement for the second draft 	**David Guhl** I am able to use a variety of different tools including different size brushes, sponge I can evaluate my first draft and make improvement for the second draft I can talk about how David is resilient 	**Bees in Manchester** I can talk about local artists. I can talk about how a painting makes me feel. I am able to build a construction/sculpture using a variety of objects. I can evaluate my first draft and make improvement for the second draft 

The characteristics of effective teaching and learning

Playing and Exploring	Active Learning	Creating and thinking critically
Children investigate and experience things, and 'have a go'	**Children concentrate and keep on trying if they encounter and keep on trying if they encounter difficulties, and enjoy achievement**	**Children have and develop their own ideas, make links between ideas, and develop strategies or doing things.**
I can recognise that my actions have an effect on the world, so i like to repeat them. I can make choices and explore different resources and materials. I can plan and think ahead about how I will explore or play with an object - I can guide my own thinking and actions by talking to myself as i play. I can make independent choices. I can bring my own interests and fascinations into early years settings. I can respond to new experiences when they are brought to my attention.	I can begin to predict sequences because i know routines. I can participate in routines. I can show goal-direction behaviour. I can keep on trying when things are difficult. I can begin to correct my mistakes.	I can take part in simple pretend play. I can sort materials. I can review my progress as i try to achieve a goal and check how well i am doing. I can solve read problems. I can use pretend play to think beyond the 'here and now' and to understand another perspective. I can feel confident about coming up with my own ideas. I can make more links between my ideas. I can concentrate on achieving something that is important to me. I can give my attention to tasks and ignore distractions with increasing control.

Prime area of development

Communication and Language - Development Matters				
Baseline	**Autumn**	**Spring**	**Summer**	**End of Summer term Early Learning Goal**
WELLCOMM ASSESSMENT Can use sentences of 4-6 words e.g. I want to play with cars Can uses sentences joined up with words e.g. 'because' 'and' 'i like ice cream because it makes my tongue shiver; Can use future and past tense- 'I am going to the park' Can answer simple why questions – Why is the caterpillar so fat' **Nursery Rhyme** Recap i.e twinkle twinkle little star, Polly put the kettle on, if you are happy and you know it, head, shoulder knees and toes, 5 little ducks, 5 little men in a flying saucer	Understand how to listen and why listening is important Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs Learning new vocabulary and applying in play/ throughout the day. Articulate their ideas and thoughts in well-formed sentences. Develop social phrases Can connect one idea or action to another using a range of connectives Engage in story time **Nursery Rhyme** Counting songs 1,2, buckle my shoe, Ten green bottles, Ten in the bed, 10 fat sausages, This old man, One potato, two potato, Hickory, dickory, doc Harvest Samba Cauliflowers fluffy Christmas songs **Quality conversations** To be able to recall personal past events, for example, what happened earlier that day over the weekend and holidays Begin a timeline of children's work displayed in 'our learning journey' display. **Parent Partnership – SHINE Communication and Language**	**WELLCOMM ASSESSMENT** Describe events in some detail Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Listen to and talk about stories to build familiarity and understanding Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words **Nursery Rhyme** Complex language Mary, Mary quite contrary. Goosey, Goosey Gander The big ship sails, Dr Foster went to Gloucester, The hokey cokey, I know an old lady who swallowed a fly, Here we go round the mulberry bush, Old Mother Hubbard, When Goldilocks went to the house of the bears If you love me and you know it **Quality conversations** To be able to recall personal past events, for example, what happened earlier that day over the weekend and holidays Continue a timeline of children's work displayed in 'our learning journey' book,	**WELLCOMM ASSESSMENT** Can ask questions to find out more and check understanding what has been said to them e.g. I wonder why the jellyfish is so dangerous? Ahh, it has poison in its tentacles Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary **Nursery Rhyme** Songs from other countries Frere Jacques- French, Ring, a ring, of roses- relates to the plague, Hot cross buns- links to Easter, Are you sleeping, Are you sleeping- Haitii Nursery rhyme. Two tigers- Tiwan, Oranges and lemons- bells of churches around London, London bridge is falling down, The animals went in two by two- religious/ Noah's Ark **Quality conversations** To be able to recall personal past events, for example, what happened earlier that day over the weekend and holidays Continue a timeline of children's work displayed in 'our learning journey' book, refer to displays of previous topics during snack time and at the beginning of new topics.	**WELLCOMM ASSESSMENT** **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.

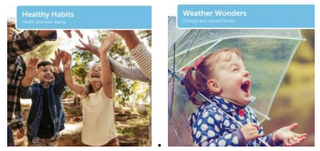
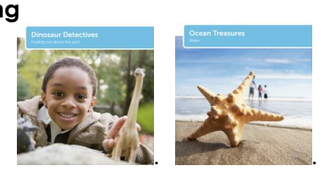
Personal, Social and Emotional - Development Matters

Baseline	Autumn	Spring	Summer	End of Summer term Early Learning Goal
Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while? Can the child play alongside others or do they always want to play alone? Can the child take part in pretend play (for example, being 'mummy' or 'daddy'?) Can the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Toilet trained	Our behaviour rules How we are special and individual Identify their own feelings socially and emotionally Know and describing feelings What actively listening to others looks like Manage their own needs. - Personal hygiene - How foods can be healthy and unhealthy - Brush my teeth twice a day - Wash hands correctly - Being a safe pedestrian *Build constructive and respectful relationships.* *Show resilience and perseverance in the face of challenge.* **Parent Partnership – SHINE Personal, Social and Emotional**	How to play collaboratively with others thinking about actions and words affect others Identify and moderate their own feelings socially and emotionally Manage their own needs. - regular physical activity - Being a safe pedestrian - How foods can be healthy and unhealthy *Build constructive and respectful relationships.* *Show resilience and perseverance in the face of challenge.*	How to play collaboratively with others thinking about actions and words affect others Think about the perception of others Manage their own needs. - sensible amounts of 'screen time' - having a good sleep routine *Build constructive and respectful relationships.* *Show resilience and perseverance in the face of challenge.*	**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 to follow instructions involving several ideas or actions. **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 Matters

Baseline	Autumn	Spring	Summer	End of Summer term Early Learning Goal
Can using alternating feet to climb stairs and apparatus Can use large-muscle movements to wave flags and streamers, paint and make marks, Can use scissors to make snips in paper Can use a comfortable grip with good control when holding pens and pencils Show a preference for a dominate hand Can independently put on coats and do up zips and buttons	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running , hopping, skipping, climbing. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing, knives, forks and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop and refine a range of ball skills including: throwing, kicking, and aiming. *Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.* *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.* ***Fine motor*** **Painting** Explore using different sized brushes and rollers with poster paint, messy mark making tray. **Printing** Print using body parts (hands, feet , fingers) to create a continuous flow of printing. Print using everyday objects, vegetables and sponges to forma scene & repeat pattern. Each print precise and clear. **Parent Partnership – SHINE Physical**	Progress towards a more fluent style of moving, with developing control and grace 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 letters correctly. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. ***Fine motor*** **Painting** Enjoy using a variety of different tools including different size brushes, sponges and fingers. Recognise and name primary colours. Explore and mix colours. Investigate colour mixing using poster, powder and watercolour paints. Explore working with paint on different surfaces and in different ways. **Drawing** Children develop their mark making and begin to add meaning to their marks e.g portraits…this is my face, messy mark making tray Use a range of chalks/pencil crayons/pencils thick and thin. **Sculpture** Use smaller finger movements beginning to develop and use the pincer grip for emergent drawing, tweezers- different sized objects of differing shape, size, texture, pasta of different shapes, gears. Progressing to use knifes, numbers and letter cutters in playdough area. Explore via role play: Duplo, wooden blocks +extra shapes, wooden vehicles ,people & animals to build for purpose. Attempt to cut with scissors, join with glue to create a collage or junk model using: paper plates straws, lolly sticks, big and small paper.	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. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. How to get dressed after PE independently ***Fine motor*** **Drawing** Look at and describe what they have produced describing simple techniques. Begin to use and control a variety of drawing tools on different surfaces: fingers, hands, thick and thin chalk, pens and pencils. Develop the correct hand-grip to form marks. Using fingers to trace in sand etc and progressing to pencils to follow pattern. Produce lines of different thickness and tone using pencil. Start to produce different patterns and textures from observations, imagination and illustrations. Investigate different lines: Straight, curved, wavy, dashed. **Sculpture** Build/construct height/width/balance/secure buildings using: Duplo (autumn term) Mobile ,Knex, wooden block and Lego. Enjoy using a variety of malleable media – clay, playdough, salt dough. Impress and apply simple decorations. Use small scale intricate fine motor activities to develop pincer/ tripod grip for sketching, tweezers- small objects of differing texture- beads, threading/ weaving, pasta on string, pegs and boards, cut shapes using simple tools and scissors. Attach and join materials using glue, paste or tape. Build a construction/sculpture using a variety of objects.	**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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Specific areas of development

Understanding the World - Development Matters				
Baseline	**Autumn** 	**Spring** 	**Summer** 	**End of Summer term** **Early Learning Goal**
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel. Show interest in different occupations. Begin to make sense of their own life-story and family's history. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Understand the effect of changing seasons on the natural world around them, Describe what they see, hear and feel whilst outside. Autumn and Winter Recognise that people have different beliefs and celebrate special times in different ways.- Diwali, Christmas *Recognise that people have different beliefs and celebrate special times in different ways.* *Recognise some similarities and differences between life in this country and life in other countries.* *Explore the natural world around them.* *Describe what they see, hear and feel whilst outside.* *Compare and contrast characters from stories, including figures from the past.*	Understand the effect of changing seasons on the natural world around them Seasons Winter and Spring Draw information from a simple map. Recognise that people have different beliefs and celebrate special times in different ways. Chinese New Year, Easter *Recognise that people have different beliefs and celebrate special times in different ways.* *Recognise some similarities and differences between life in this country and life in other countries.* *Explore the natural world around them.* *Describe what they see, hear and feel whilst outside.* *Compare and contrast characters from stories, including figures from the past.*	Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside. Seasons Spring and Summer Recognise that people have different beliefs and celebrate special times in different ways, Eid Explore the natural world around them. *Recognise that people have different beliefs and celebrate special times in different ways.* *Recognise some similarities and differences between life in this country and life in other countries.* *Explore the natural world around them.* *Describe what they see, hear and feel whilst outside.* *Compare and contrast characters from stories, including figures from the past.* **Parent Partnership – SHINE Understanding the World**	**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. T**he 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. **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.

Knowledge, Skills and Understanding IEYC and Thematic Weeks				
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	To know where the arctic circle is. To understand that different continents can have different animals such as arctic animals. To know some animals that live in the arctic such as, polar bears, penguins, seals, arctic, fox, hare and squirrel. To understand that the weather can be different in other country, for example tornadoes in Texas and heavy rain in Malaysia. To understand that the weather can be very hot in some countries like Gambia, Qatar and very cold in some countries like Canada, Iceland. To know the animals and landscape in England is similar and different to Kenya. To understand that the animals in Kenya are different to the animals in England. Harvest - To understand that our favourite food can come from many different places. **Trip to the park for signs of Autumn and Winter** - To be able to talk about where the 'rocket' park is and the local post box. **Focus story** – Elmer, where might elmer live? how is this country the same / different to ours? (Botswana?) **Diwali** – To be able to talk about what Diwali is and why Hindus and Sikhs celebrate Diwali	To be able to talk about their local environment (the school forest), exploring and describing what they can see and hear. To be able to talk about what we have in our school grounds and from this create a map of their dinosaur environment and discuss what they have done. **Chinese New Year** – To be able to talk about their own experiences of Chinese New Year. To be able to recall making Chinese lanterns in nursery. **Focus story** – Tiddler and Rainbow fish, look at maps of the world and the oceans. **Trip to St Cross Church** – To know where St Cross Church is in our local environment. To understand how Christians celebrate Easter.	To know that people live in different homes, such as bungalow, flats, terraced, detached extension – how homes are different around the world **Focus story** – Handa's Hen, make comparisons between our country and journeys to school and Handa's home and journey to school (Kenya?) **Focus story -** Lost and Found, looking at the differences between our homes and the penguin who lives in Antarctica **Focus story** - The Lion Inside looking at the differences between our homes and the lion who lives in Tanzania	**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.
Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.	To be able to recognise signs of Autumn, for example leaves turning red and orange and trees begin to lose their leaves, conkers, acorns, pinecones. To be able to recognise signs of Winter, for example no leaves on the tree, cold weather including snow and frost. To be able to talk about how the seasons change and their experience, for example cool days to snow and frost. To know that the weather can change daily To be able to draw and name some arctic animals including, polar bear, arctic hare, fox and penguins. To know what clothes to wear for hot weather	To be able to draw a daffodil and talk about how it is a sign of Spring. To know the life cycle of a daffodil. To be able to draw a duck (observation of a duckling hatching) To know the life cycle of a duck. To be able to explore the natural world by making drawings and observations of different shells, discussing where shells come from. To be able to name some oceans – Atlantic	To understand that heat melts ice and that it is reversable by freezing water. To be able to think about their own environment when creating a superhero map. To know some features of the world around us, for example, trees, bicycle park, climbing frame, forest, multi courts etc.. To be able to make observations of our school ground and discuss what they can see To know what natural things are in our school grounds, for example, forest, long grass, mud area etc..	**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.

Talk about what they see, using a wide vocabulary	To be able to draw and name some animals that live in the Savannah including, giraffe, lion, elephant. To be able to talk about the weather and make daily predictions. To be able to talk about the power of the wind To know what clothes to wear for rainy weather To know that wearing 'waterproof' materials can keep us dry in wet weather To be able to name some animals that hibernate such as, hedgehogs, squirrels, badgers, and bears **Focus story** – Owl Babies, life in a wood/ forest **Focus story** – Stick man, map of stickman journey. What things can we spot that are familiar in Stickman's park, signs of winter in the story. **Trip to the park for signs of Autumn and Winter** To be able to recognise signs of Autumn and Winter	**Trip around the school grounds for signs of Spring** **Science week –** To be able to talk about how shadows are made (an object blocks light), To know that ice can melt at different rates based on its environment, and that this process can be reversed.	To understand that it is important we care for minibeasts as they are much smaller and more fragile than us. To know that minibeasts like, mico-habitats such as, tree stumps, soil, nettles, leaf piles, logs, rocks, leaves etc.. To be able to talk about the life cycle of a butterfly. To be able to draw a butterfly (observation of a butterfly hatch chrysalis) To be able to name a variety of minibeasts including, bees, spiders, ants, butterfly, woodlouse, snail, caterpillar etc... and discuss how and where they live. To be able to observe and draw a range of minibeasts. To understand that there are different butterflies in the world. To know that worms are important for the soil To know that some spiders create webs to catch flies. To know that a spider can eat up to 2000 flies a year! To know that bees collect nectar from flowers and turn this into honey. To know that Lavendar and bluebells are rich in honey. To know that bees are super important for pollenating flowers, fruits and vegetables. To know that ants work as a team as part of a colony. To know that ants are one of the strongest creatures and can lift up to 50 times their body weight. To know that ants don't have eyes of ears and listen by vibrations. To understand that insects such as, bees, spiders and ants are important for our natural world **Focus story** – Six Dinner Sid, explore the homes Sid visits and make comparisons to homes around the world, create maps of Sid's journey **Trip to the Sea life Centre** – I can talk about animals that live in the Ocean, name some animals and draw fish	

Show interest in different occupations. Begin to make sense of their own life-story and family's history.	To understand that there are people who can help us, for example doctors and dentists. To be able to discuss a time in their own life or someone close who has visited a doctor or dentist. **Harvest festival** – to be able to discuss what harvest is and their previous experience of giving food. To be able to sort pictures of old and new farm equipment. **Bonfire night** – Guy Fawkes, King James 1. To be able to name Guy Fawkes as a person who tried to blow up the houses of Parliament. To know that James 1 was a king a long time ago and that we have King Charles. **Trip to the Police museum** To understand that Manchester and policing has changed in the past 100 years. To be able to talk about how the police keep us safe **Remembrance** To know that a long time ago there was a big war and we wear poppies to remember the people who died. **Tree decorating** – To be able to talk about their own experience of decorating a tree. To be able to recall decorating the school tree in nursery and singing Christmas carols around the Christmas tree. **Christmas** –To talk about their own experiences of Christmas, To begin to make comparisons to our lives and Jesus for example, we have cars Jesus had a donkey. **Lolly pop lady** – To be able to talk about how to cross the road safely and how Helen our lolly pop lady helps us **Dentist and fire engine visit –** roles in society	To understand that dinosaurs lived a long time ago and are now extinct. To know that we can learn about dinosaurs because of the skeletons left behind. To be able to talk about times they have visited the beach. To know that in the past beaches used to do Punch and Judy shows. To understand that dinosaurs lived a long time ago and are now extinct. To know that a person who investigates dinosaur bones is called a pathologist To know that dinosaur bones are called fossils. **Shrove Tuesday** – To be able to talk about their own experiences of making pancakes. To be able to talk about how Shrove Tuesday is the beginning of Lent and recognise that Jesus lived a long time ago and begin to make comparisons to our lives and Jesus's. **Trip to the Manchester Museum to see the dinosaur** – To be able to talk about their experiences of going to new places / experience of the museum, seeing dinosaur bones. **Parent Partnership - Valentines Day** – To be able to talk about the valentine day experience from last year, sharing special memories with family.	To understand that there are real life superheroes in society, such as doctor, nurses, fire fighters, police people, scientists etc.. To understand the role of people who help us, for example, a lollypop person helps us to cross a road, a fire person helps us if there is a fire.	**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.

Expressive Arts and Design – Development Matters

Baseline	Autumn	Spring	Summer	End of Summer term Early Learning Goal
Remember and sing entire songs Play instruments with increasing control to express their feelings and ideas. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. **Nursery Rhyme** Recap i.e twinkle twinkle little star, Polly put the kettle on, if you are happy and you know it, head, shoulder knees and toes, 5 little ducks, 5 little men in a flying saucer	 Experiment with using art tools including' colouring crayons, Painting, Drawing ·Collage and junk modelling Recount stories using props Sing well known nursery rhymes Instruments make different sounds Change the volume of their voice **Nursery Rhyme** Counting songs 1,2, buckle my shoe, Ten green bottles, Ten in the bed, 10 fat sausages, This old man, One potato, two potato, Hickory, dickory, doc **Harvest poems** **Christmas songs**	 Share and discuss their art creations using art tools including' colouring crayons, Painting, Drawing ·Collage and junk modelling Adapt stories using props Perform well known nursery rhymes Join in well-known rhymes and songs Explore and play with instruments to make patters of music **Nursery Rhyme** Complex language Mary, Mary quite contrary. Goosey, Goosey Gander The big ship sails, Dr Foster went to Gloucester, The hokey cokey, I know an old lady who swallowed a fly, Here we go round the mulberry bush, Old Mother Hubbard, When Goldilocks went to the house of the bears **Valentine day poems and songs** **Spring poems and songs**	 Explain the process they have used with different art tools including' colouring crayons, Painting, Drawing · Collage and junk modelling Invent stories using props Perform songs, rhymes, and poems through music, movement, dance, role play and drama. **Nursery Rhyme** Songs from other countries Frere Jacques- French, Ring, a ring, of roses- relates to the plague, Hot cross buns- links to Easter, Are you sleeping, Are you sleeping- Haitii Nursery rhyme. Two tigers- Tiwan, Oranges and lemons- bells of churches around London, London bridge is falling down, The animals went in two by two- religious/ Noah's Ark **Parent Partnership – SHINE Expressive Art and Design**	**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 and 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.

Knowledge, Skills and Understanding IEYC and Thematic Weeks				
Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing	To know that mixing primary colours can create new colours i.e. red and blue = purple, yellow and blue = green, red and yellow = orange - *painting* To be able to create a collaborative piece of artwork for our focus stories, Elmer and Owl Babies – *collage* To be able to make a rain stick and discuss the materials and process used in making it. To be able to design and make a bobsleigh and discuss how they have made it To be able to cut paper to make a snowflake To be able to make porridge and discuss the process. **Diwali** – To be able to make a Diwali lamp out of clay and discuss how I made it. **Trip to the Lowery** – To know that an illustrator is someone who draws pictures for books. **Bonfire night** – To be able to make a piece of art work that represents fireworks, Pollack splatter art **Christmas Card –** To be able to desing and make a Christmas card and talk about the materials used to make the card **Christmas decoration** – To be able to make a Christmas decoration and talk about the materials used. **Christmas calendar** – To be able to deisgn and make a calendar, talking about the pictures used.	To be able to create a picture of a dinosaur using paints and discuss what they have done To be able to create a collaborative piece of art work sharing resources and ideas To be able to draw a dinosaur thinking about key features, legs, eyes, nose, mouth, teeth etc… To be able to create a map of their dinosaur environment and discuss what they have done. To be able to express their ideas of dinosaur fossils using salt dough To be able to say the steps to making a dinosaur fossil out of salt dough To be able to design their own turtle egg using a range of art equipment To be able to create a sand sculpture using a range of art materials and sand To be able to draw picture of whales and fish To be able to use small tools ie, scissors, paint brushes, pencils and pipettes To be able to create a piece of artwork, following on from the stimulation of The Great Wave off Kanagawa by Hokusai, Japan – *collage and painting* To be able to talk about their experiences of cooking. To understand that instructions have to be followed in sequence (3 parts, first, then, next, last) To be able to create a coral seabed using different materials from the art area and discuss what they have made **Mother's Day -** To be able to design and make a Mother's Day card and talk about the steps taken to make it. **Easter** – To be able to design and make a Easter card. To be able to talk about how they made a pancake.	To know they can fix paper together in a range of ways including, glue, tape paper clips, spilt pins etc. To be able to create a superhero on the computer and the process of making a superhero for example, what they did first, then, next etc To be able to plan and make a superhero cape. To be able to talk about their designs. To be able to plan and make a superhero wristband. To be able to talk about the process of making their wristbands. To be able to make a boat and discuss how they have made it. To be able to make a paper glider /plane To be able to create a piece of artwork (butterfly) and talk about the 'symmetry' in the picture. To be able to make a clay minibeast and discuss what I have done – *sculpture* To be able to create a bug mask and talk about their creation To be able to create a superhero on the computer and the process of making a superhero for example, what they did first, then, next etc To be able to make a boat and discuss how they have made it. To be able to make a paper glider /plane To be able to create a piece of artwork (butterfly) and talk about the 'symmetry' in the picture. To be able to make a clay minibeast and discuss what I have done. To be able to create a bug mask and talk about their creation To be able to make a minibeasts home and discuss how I have made my design. To know that by adding water to clay it is easier to mould	**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.

Remember and sing entire songs Nursery Rhyme Recap nursery rhymes from nursery i.e twinkle twinkle little star, Polly put the kettle on, if you are happy and you know it, head, shoulder knees and toes, 5 little ducks, 5 little men in a flying saucer Play instruments with increasing control to express their feelings and ideas. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. **Nursery Rhyme (review songs)** Recap i.e twinkle twinkle little star, Polly put the kettle on, if you are happy and you know it, head, shoulder knees and toes, 5 little ducks, 5 little men in a flying saucer	To be able to listen to music and explore making music – stimuli Giraffes can't dance To be able to list to Clair de Lune' by Claude Debussy discuss the importance of sleep To be able to listen and sing well known nursery rhymes 'it is raining it is pouring' 'I hear thunder' 'incy wincy spider; To be able to express their own feelings and responses in music to a thunderstorm To be able to listen and move with control and grace to music by Storm, Antonio Vivaldi, Italy, Ride of The Valkyries, Richard Wagner, Germany, Night on Bald Mountain **Focus story** – Owl Babies, life in a wood/ forest **Focus story** – Stick Man, map of stickman journey. What things can we spot that are familiar in Stickman's Park, signs of winter in the story. **Focus story** – Elmer, where might elmer live? how is this country the same / different to ours? (Botswana?) **Nursery Rhyme** Counting songs 1,2, buckle my shoe, Ten green bottles, Ten in the bed, 10 fat sausages, This old man, One potato, two potato, Hickory, dickory, doc **Harvest festival** – To be able to learn and sing harvest festival songs, to be able to perform a poem/ song **Diwali** – To be to listen to music played at Diwali **Parent Partnership - Christmas** –To be able to learn and sing Christmas songs, perform a poem to parents **Parent Partnership - Nursery rhyme events** 13th and 16th November, Nursery rhyme week - performance to parents **Anti bullying week** – to be able to perform a song to KS1/2	To be able to create a short sequence of music to go alongside our story Bumpus, Jumpus, Dinosaurumpus! And our dance routine. To be able to explore the story Over in the Ocean by Marianne Berkes using musical instruments. **Focus story** – Tiddler and Rainbow fish, look at maps of the world and the oceans. **Nursery Rhyme** Complex language Mary, Mary quite contrary. Goosey, Goosey Gander The big ship sails, Dr Foster went to Gloucester, The hokey cokey, I know an old lady who swallowed a fly, Here we go round the mulberry bush, Old Mother Hubbard, When Goldilocks went to the house of the bears **If you love me and you know it** **Chinese New Year** – to be able to play a short sequence of music on the drums for the dragon dance. **Parent Partnership - Valentines' day** – to be able to perform a poem and song to parents **Parent Partnership - Easter –** To be able to perform a poem and song to parents	To be able to learn and join in a simple song, to be able to perform that song to their parent/ carer **Focus story** – Six Dinner Sid, explore the homes Sid visits and make comparisons to homes around the world, create maps of Sid's journey **Focus story** – Handa's Hen, make comparisons between our country and journeys to school and Handa's home and journey to school (Kenya?) **Focus story -** Lost and Found, looking at the differences between our homes and the penguin who lives in Antarctica **Focus story** - The Lion Inside looking at the differences between our homes and the lion who lives in Tanzania **Nursery Rhyme** Songs from other countries Frere Jacques- French, Ring, a ring, of roses- relates to the plague, Hot cross buns- links to Easter, Are you sleeping, Are you sleeping- Haitii Nursery rhyme. Two tigers- Tiwan, Oranges and lemons- bells of churches around London, London bridge is falling down, The animals went in two by two- religious/ Noah's Ark	**Being imaginative and 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.