



## EYFS Curriculum

### Curriculum Rationale – Intent

In our Early Years we aim for all children to reach their full potential. We want them to be confident and successful learners who approach challenges with perseverance and resilience. Children will engage in a range of familiar and diverse learning experiences which will equip them for the next stage in their education. We provide our children with a cultural capital that gives them the knowledge to be able to access and respond to experiences beyond their daily lives. . Developing our pupil's communication and language skills are at the heart of our pupil's learning. We believe that our reading rich curriculum promotes learning, supports the development of communication skills and results in the acquisition of knowledge which is retained, so that pupils know more, remember more and learn more. We recognise the importance of working with our families to ensure the children have every opportunity to reach their full potential.

#### **Why this curriculum for Great Coates Primary School?**

- Focus on Communication and Language
- Building on prior knowledge – starting from what the children already know, reinforcing this and building on their prior learning
- Opening windows to new worlds, knowledge and experiences
- Provide depth for pupils in their knowledge, skills and understanding.
- Built around quality texts to increase vocabulary and knowledge
- Preparation for Year 1 and the basis of the curriculum for the rest of the school – Units link to National Curriculum Subjects
- Real life enrichment experiences are planned in



Impact	We assess pupils throughout their time in the EYFS using the Development Matters Age band descriptors. Teachers assess pupils formally through specific teacher directed activities for instance in maths, writing and phonics. They assess pupils learning and skills during their play. Teachers adapt lessons and the environment to maximise learning for all pupils.
Implementation	In our Early Years we have a fluid and responsive curriculum which caters for our children's differing needs. We will deliver this through continuous and enhanced provision, adult led, child initiated, indoors and outdoors learning opportunities. We plan each week the key vocabulary to teach the children. We adapt our teaching so that each child is able to move forward with their learning. We do this in a variety of ways. We may add adult support for those children who need it. We provide adapted resources so that children of different needs can access activities. We may pre-teach or over teach if children need this. We consider the characteristics of effective learning when developing teaching and environment so pupils approach opportunities with curiosity, energy and enthusiasm and develop into effective and strong learners. Our environment will be safe, exploratory and allow for managed risk - which will build confidence, independence and teach valuable life skills. Topics may be adapted or changed to allow for children's interests or for academy and world events to be added into the provision and teaching.
	Teachers meet with the EYFS lead and SLT termly to discuss pupils' progress and outcomes, and to identify any areas of adaptation that needs to take place to support all pupils especially those with SEND, EAL and those from a disadvantaged background. At the end of Reception pupils are assessed against the Early Learning Goals. This is reported to parents. We aim for our pupils to be ready for their entrance into Key Stage 1. We do this by working closely with year 1 teachers and subject co-ordinators. Pupils take part in transition days. They also take part in many activities with the rest of the school. E.g. assemblies, shared reading.
Below is guidance on the content of our curriculum including what we want the children to experience, be able to do, know and remember. All children learn at different rates. The skills outlined give a framework for delivering the curriculum but some children will achieve at a quicker pace and some children will need intervention and achieve at a slower pace. Teachers will adapt the content and how it is delivered in order to meet the needs on the individual pupils so that all continue to learn and make progress, including pupils with SEND, EAL those from a disadvantaged background.	



Nursery Cycle A						
	Me and My Community	Let's Celebrate	Explore Galore	The Great Outdoors	Beside the Seaside	Teeth to Toes-Healthy Me
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Books	Incredible You Who's in my family? My Funny Family Super Duper You The ABCs of what I can be What do people do all day	Topsy & Tims Bonfire Night The best Diwali ever Maisy goes to a wedding Kipper's birthday Little Glow The Nativity Elmer's Christmas	Rumble in the jungle Giraffes can't dance Handa's Surprise Handa's Hen Sloths don't run A stroll through the seasons	Mad about minibeasts Aaaagh Spider The Teeny Weeny Tadpole The Hungry caterpillar Chicken Licken What the Ladybird Heard	Look what I found at the Seaside Sharing a Shell The singing Mermaid When I was a Pirate Pirates Love Underpants	Healthy me Which food will you choose Oliver's Fruit Salad Eat your greens, Goldilocks We're going to the Dentist Topsy and Tim go to the dentist
Communication and Language Development						
Listening, Attention and Understanding	Children will point out objects/pictures in a story. Children will listen to stories.	Children will understand and respond to 'what', where, who, when, questions. They will recall some key events from a story.	Begin to pay attention to more than one thing at a time. Know and use vocabulary linked to the theme.	Children will know and use vocabulary linked to the theme, Understand 2 step simple instructions.	Children will answer why questions. They will listen for longer stories.	Respond during a conversation. They will respond to a range of questions appropriately.



### Speaking

Children will know and recall key phrases in the stories.  
They will retell familiar nursery rhymes.

Children will retell number rhymes.

Children will know and recall key phrases in the stories.

Children will be able to speak in 4 to 6 word sentences

Take turns speaking and listening during a conversation. They will use talk to organise their play.

to share their ideas, feelings and retell events.







	Me and My Community		Let's Celebrate	Explore Galore		The Great Outdoors		Beside the Seaside		Teeth to Toes-Healthy Me
Personal, Social and Emotional Development										
Self-Regulation	Separate from the main carer to come into nursery Know the adults who can help them in the nursery and interact with these adults with developing confidence			Develop confidence with visitors in the nursery. Show confidence walking around school. Be confident to make their own choices and trying new things in the nursery			Show confidence when doing new things .e.g. visiting other classes, taking part in sports day.			
Managing Self	Wash and dry their hands before eating and after using the toilet. Know how to look after resources. Children will know to drink water to be healthy.			Know to exercise to be healthy. Know how to independently use the toilet.			Know how to calm themselves by stopping and taking deep breaths. Know examples of healthy food. Know to brush their teeth to be healthy Begin to learn that they need to follow rules to keep themselves safe			
Building Relationships	Play alongside each other Begin to play partner games.			Share resources and play in a group. Take turns whilst playing and waiting patiently to have a go			Consider the feelings of others in stories. Know how to listen to a friend and agree to a compromise.			
PSHE – PSHE Association Lessons	Relationships			Living in the Wider World			Health and Wellbeing			
	Families and Friendships School staff roles, our families, making new friends, our home, pets	Safe Relationships Safe adults in school (lanyard systems) Staying safe in school	Respecting ourselves and others School rules, class charters, managing feelings and behaviour, communication	Belonging to a Community People who help us, caring for each other, care for the environment	Media, Literacy and Digital resilience How to use digital devices, staying safe online, pop-ups etc and apps.	Money and Work People who help us, visits from community workers, money in role-play	Physical Health and Wellbeing Healthy food choices, sun safety. Effects of exercise, handwashing	Growing and Changing Transition into new year group, Birthdays, growing plants to notice change	Keeping Safe School rules, keeping themselves safe, sun, road, stranger danger.	



	Me and My Community	Let's Celebrate	Explore Galore	The Great Outdoors	Beside the Seaside	Teeth to Toes-Healthy Me
<b>Physical Development</b>						
<b>Fine Motor Skills</b>	<p>Shows can use one handed tools with skill            Begin to use adapted scissors to cut along straight lines.            Child shows a preference for a dominant hand.            Begins to holds a pencil with a tripod grip to show control            Demonstrates independence putting on a coat and shoes, begin to do zips.            Begins to use a knife and fork.            Develop skills in squiggle while you wiggle and dough disco.</p>					
<b>Gross Motor Skills</b>	<p>Explores moving their body in different ways.            Moves body to music showing when they can stop and start.            To be able to control a variety of equipment in different ways, balance on a variety of equipment and climb.            Go up steps and stairs, or climb up apparatus, using alternate feet.            To jump and land safely from a height.            Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.            To move safely with confidence and imagination, communicating ideas through movement.            Can follow instructions in simple races, running at speed and an obstacle course.</p>					



## Pencil Grip Progression

			
1-1½ years Palmar Supinate Grasp	2-3 years Digital Pronate Grasp	3½-4 years Static Tripod Grasp	4½-6 years Dynamic Tripod Grasp

(Erhardt, 1994)



		Me and My Community	Let's Celebrate	Explore Galore	The Great Outdoors	Beside the Seaside
<b>Literacy</b>						
<b>Comprehension</b>	<p>Joins in with repeated phrases for familiar stories  Expresses simple likes about a shared story.  Answers who and what questions linked to stories shared.  Expresses simple likes and dislikes about a shared story.  Uses new vocabulary in their play.  Uses new vocabulary in conversations.</p>					
<b>Word Reading</b>	Discriminates between sounds. Develops book handling skills	Can clap syllables. Can recognise rhymes		identifies initial sounds Able to develop oral blending skills		
<b>Phonics</b>	Phase 1 Phonics <ul style="list-style-type: none"> <li>• Environmental Sounds</li> <li>• Instrumental Sounds</li> <li>• Body Percussion</li> <li>• Rhythm and Rhyme</li> <li>• Alliteration</li> <li>• Voice Sounds</li> </ul>	Phase 1 Phonics <ul style="list-style-type: none"> <li>• Environmental Sounds</li> <li>• Instrumental Sounds</li> <li>• Body Percussion</li> <li>• Rhythm and Rhyme</li> <li>• Alliteration</li> <li>• Voice Sounds</li> </ul> <p>Introduce RWI Action Instructions:  Magnet Eyes  MTYT  Oral blending 'Fred Talk'</p>		Read Write Inc - Set 1 Phonics <ul style="list-style-type: none"> <li>• Teach a new sound every week</li> <li>• Teach the children to learn set 1 picture side of the cards</li> <li>• Oral Blending and Segmenting 'Fred Talk'</li> <li>• Start teaching children to orally blend in small groups once the children can read all the single letter Set 1 sounds speedily.</li> <li>• Letter formation - in the air and correct pencil grip, writing at tables.</li> </ul> <p>In our Early Years we aim for all children to reach their full potential. We want them to be confident and successful learners who approach challenges with perseverance and resilience. Children will engage in a range of familiar and diverse learning experiences which will equip them for the next stage in their learning journey.</p>		





Writing	Develop early writing skills, Use a variety of mark making materials. Recognise that text has meaning.		Begin to use mark making to express meaning		N2 Write some letters accurately Write some letters accurately	
	Me and My Community	Let's Celebrate	Explore Galore	The Great Outdoors	Beside the Seaside	Teeth to Toes-Healthy Me
Mathematics						
	Maths in Nursery is taught through story, song and small group activities. Maths is seen throughout the environment and is part of the everyday routine and used throughout the day when communicating with the children. Previous objectives are continuously revisited through play and adult interactions.					
Number	<b>Cardinality</b> <ul style="list-style-type: none"><li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li><li>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers</li></ul>		<b>N2: Cardinality</b> <ul style="list-style-type: none"><li>Counts up to 5 objects.</li><li>Links numerals with amounts up to 5 and maybe beyond</li><li>Experiment with their own symbols and marks as well as numerals</li></ul> <b>Comparison</b> <ul style="list-style-type: none"><li>Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. <i>You've got two, I've got two. Same!</i></li></ul> <b>N1:</b> <ul style="list-style-type: none"><li>In everyday situations, takes or gives two or three objects from a group without counting</li><li>Beginning to notice numerals (number symbols)</li><li>Beginning to subitise on their fingers.</li></ul> <b>Comparison</b> <ul style="list-style-type: none"><li>Beginning to compare and recognise changes in numbers of things, using words like <i>more</i>, <i>lots</i> or <i>'same'</i></li></ul>		<b>N2:</b> <b>Cardinality:</b> <ul style="list-style-type: none"><li>Solve real world mathematical problems with numbers up to 5.</li></ul> <b>Composition</b> <ul style="list-style-type: none"><li>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers Beginning to use understanding of number to solve practical problems in play and meaningful activities</li><li>Beginning to recognise that each counting number is one more than the one before</li><li>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</li></ul> <b>N1:</b> <ul style="list-style-type: none"><li>Subitise up to 3 objects</li><li>Begin to link numerals with amounts</li></ul>	



## Numerical Patterns

### Counting

- Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.

### N2:

#### Counting

- Points or touches each item, saying one number for each item, up to 5 and maybe beyond
- Begin to recognise numerals to 10

### N1:

#### Counting

- Begins to say numbers in order, some of which are in the right order (ordinality)

### N2:

#### Counting

- May enjoy counting verbally as far as they can go.

### N1:

#### Counting

- Begin to count verbally up to 10
- Uses some number names and language within play





	Me and My Community	Let's Celebrate	Explore Galore	The Great Outdoors	Beside the Seaside	Teeth to Toes-Healthy Me
Understanding the World						
Past and Present	Begin to make sense of their own life-story and their family's history.	Begin to talk about events in chronological order. E.g. what happens at Christmas. Use some vocabulary of time. E.g. last week, last year. Long ago	Continue to use language of time to retell stories. Begin to know about a long time ago and recent past e.g. last week. Investigate objects from the past using their senses.		Find out about the seaside in the past from parents and grandparents. Know that things change over time.	Talk about growing and being healthy. Discuss what they had to eat using language of time. Discuss what they ate before
People, Culture and Communities	Talk about their families. Know families can be different. Know about people in their community. Members of staff. Local police. Fire Brigade Local vicar; Learn about where they live. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Know about celebrations- Christmas, Birthday's Halloween, Diwali.	Know the planet we live on is called the Earth. Name some countries and different places e.g. seaside Grimsby. Investigate man-made objects describing different materials. Know that some things need to be powered by electricity, batteries, wind power	Learn about another country with a different climate to Britain. Talk about the people there. Name and talk about different kinds of transport.	Talk to older people about their live and experiences at the seaside. Identify the human features of the seaside. E.g. fairgrounds, leisure centre, train ride	Talk about how to be healthy. Learn about foods which keep you healthy. Visit from dentist



## The Natural World

Learn about the seasons.  
Autumn

Learn about the seasons -  
winter.

Investigate freezing  
and melting.  
Investigate natural  
objects.  
Use their senses to  
investigate. Begin to  
use words to describe  
forces. E.g. push, pull,

Find out about life  
cycles of butterflies.  
See chicks growing.  
Find out about things  
growing in the locality.  
Grow plants. Explore  
their local environment,  
forest, beach. And  
discuss other places,  
mountains, deserts

Know at  
seaside and what is  
there. Begin to learn  
about maps and see  
where Grimsby and  
Cleethorpes are on  
maps of Britain.

comes from things  
grown on farms and  
from farm animals.  
E.g. chickens lay  
eggs



	Me and My Community	Let's Celebrate	Explore Galore	The Great Outdoors	Beside the Seaside	Teeth to Toes-Healthy Me
Expressive Arts and Design						
Creating with materials	Self portraits. Portraits of people they know	Diwa lamps. Christmas crafts.	Create animals using a variety of objects	Create models and drawings of what they see	Printing, collage, painting the seaside, fish	Food printing, pictures of food.
Being imaginative and expressive	<p>Continuous - Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p> <p>Sing a large repertoire of songs. Use large-muscle movements to wave flags and streamers. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Repeat the pitch and melody of a song sung to them. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p>					
Enrichment experiences	Visit from Police, Fire Brigade, Principal, Vicar	Halloween dress up day. Christmas party	Local walk. Visit from animals Safer Internet Day – Whole School	Walk to Forest School. World Book Day – Whole school	Visit to Cleethorpes Empathy Day – Whole school	Visit from dentist Picnic



Nursery Cycle B						
	Me and My community	Let's Celebrate	Arctic Adventures	What's Underneath	Under the Sea	Tasty
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Books	Incredible You Who's in my family? My Funny Family Super Duper You The ABCs of what I can be What do people do all day	The best Diwali ever Topsy & Tims Bonfire Night Maisy goes to a wedding Kipper's birthday Jolly Christmas Postman The Nativity Elmer's Christmas Little Glow	The Runaway Iceberg The Emperor's Egg Polar Bear Polar Bear , Polar Bear what do you hear The Snow Bear Polar Animals Igloos and Inuits life	Twist and hop minibeast bop Yucky worms Dinosaurs galore Dinosaurs love underpants Supertato Jack and the Beanstalk	Commotion in the ocean Rainbow fish Tiddler Sharing a shell Smiley Shark	I can eat a rainbow Daisy, Eat your greens Muncha Muncha Muncha The Very Hungry Caterpillar I will not ever eat a tomato Olivers Vegetables Jaspers Beanstalk
Communication and Language Development						
Listening, Attention and Understanding	Children will point out objects/pictures in a story. Children will listen to stories.	Children will understand and respond to 'what', where, who, when, questions. They will recall some key events from a story.	Begin to pay attention to more than one thing at a time. Know and use vocabulary linked to the theme.	Children will know and use vocabulary linked to the theme, Understand 2 step simple instructions.	Children will answer why questions. They will listen for longer stories.	Respond during a conversation. They will respond to a range of questions appropriately.
Speaking	Children will know and recall key phrases in the stories. They will retell familiar nursery rhymes.	Children will retell number rhymes.	Children will know and recall key phrases in the stories.	Children will be able to speak in 4 to 6 word sentences	Take turns speaking and listening during a conversation. They will use talk to organise their play.	They will use language to share their ideas, feelings and retell events.



	Me and My community		Let's Celebrate	Arctic Adventures		What's Underneath		Under the Sea		Tasty
Personal, Social and Emotional Development										
Self-Regulation	Separate from the main carer to come into nursery Know the adults who can help them in the nursery and interact with these adults with developing confidence			Develop confidence with visitors in the nursery. Show confidence walking around school. Be confident to make their own choices in the nursery			Show confidence when doing new things .e.g visiting other classes, taking part in sports day.			
Managing Self	Wash and dry their hands before eating and after using the toilet. Know how to look after resources. Children will know to drink water to be healthy.			Know to exercise to be healthy. Know how to independently use the toilet.			Know how to calm themselves by stopping and taking deep breaths. Know examples of healthy food. Know to brush their teeth to be healthy Begin to learn that hey need to follow rules to keep themselves safe			
Building Relationships	Play alongside each other Begin to play partner games.			Share resources and play in a group. Take turns whilst playing and waiting patiently to have a go			Consider the feelings of others in stories. Know how to listen to a friend and agree to a compromise.			
PSHE Association Lessons	Relationships			Living in the Wider World			Health and Wellbeing			
	Families and Friendships School staff roles, our families, making new friends, our home, pets	Safe Relationships Safe adults in school (lanyard systems) Staying safe in school	Respecting ourselves and others School rules, class charters, managing feelings and behaviour, communication	Belonging to a Community People who help us, caring for each other, care for the environment	Media, Literacy and Digital resilience How to use digital devices, staying safe online, pop-ups etc and apps.	Money and Work People who help us, visits from community workers, money in role-play	Physical Health and Wellbeing Healthy food choices, sun safety. Effects of exercise, handwashing	Growing and Changing Transition into new year group, Birthdays, growing plants to notice change	Keeping Safe School rules, keeping themselves safe, sun, road, stranger danger.	





	Me and My community	Let's Celebrate	Arctic Adventures	What's Underneath	Under the Sea	Tasty
<b>Physical Development</b>						
<b>Fine Motor Development</b>	<p>Shows can use one handed tools with skill            Begin to use a range of adapted scissors to cut along straight lines.            Child shows a preference for a dominant hand.            Begins to holds a pencil with a tripod grip to show control            Demonstrates independence putting on a coat and shoes, begin to do zips.            Begins to use a knife and fork.</p>					
<b>Gross Motor Development</b>	<p>Explores moving their body in different ways.            Moves body to music showing when they can stop and start.            To be able to control a variety of equipment in different ways, balance on a variety of equipment and climb.            Go up steps and stairs, or climb up apparatus, using alternate feet.            To jump and land safely from a height.            Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.            To move safely with confidence and imagination, communicating ideas through movement.            Can follow instructions in simple races, running at speed and an obstacle course.            N2 Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.            Skip, hop, stand on one leg and hold a pose for a game like musical statues. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p>					



	Me and My community	Let's Celebrate	Arctic Adventures	What's Underneath	Under the Sea	Tasty
<b>Literacy</b>						
<b>Comprehension</b>	Joins in with repeated phrases for familiar stories Expresses simple likes about a shared story. Answers who and what questions linked to stories shared. Expresses simple likes and dislikes about a shared story. Uses new vocabulary in their play Uses new vocabulary in conversations					
<b>Word Reading</b>	Discriminates between sounds. Develops book handling skills. N2 – Recognises writing has meaning. Hears and says initial sounds of words. Reads own name and other children's names.		Can clap syllables. Can recognise rhymes N2 Recognises familiar symbols in their environment. Recognises groups of letters as words. Recognises groups of words as sentences with meaning.		Identifies initial sounds Able to develop oral blending skills N2 Recognises some familiar words in the environment	
<b>Phonics</b>	Phase 1 Phonics <ul style="list-style-type: none"> <li>• Environmental Sounds</li> <li>• Instrumental Sounds</li> <li>• Body Percussion</li> <li>• Rhythm and Rhyme</li> <li>• Alliteration</li> <li>• Voice Sounds</li> </ul>		Phase 1 Phonics <ul style="list-style-type: none"> <li>• Environmental Sounds</li> <li>• Instrumental Sounds</li> <li>• Body Percussion</li> <li>• Rhythm and Rhyme</li> <li>• Alliteration</li> <li>• Voice Sounds</li> </ul> Introduce RWI Action Instructions: Magnet Eyes MTYT Oral blending 'Fred Talk'		Read Write Inc - Set 1 Phonics <ul style="list-style-type: none"> <li>• Teach a new sound every week</li> <li>• Teach the children to learn set 1 picture side of the cards</li> <li>• Oral Blending and Segmenting 'Fred Talk'</li> <li>• Start teaching children to orally blend in small groups once the children can read all the single letter Set 1 sounds speedily.</li> <li>• Letter formation - in the air and correct pencil grip, writing at tables.</li> </ul> In our Early Years we aim for all children to reach their full potential. We want them to be confident and successful learners who approach challenges with perseverance and resilience. Children will engage in a range of familiar and diverse learning experiences which will equip them for the next stage in their learning journey.	



## Writing

Develop early writing skills, Use a variety of mark making materials. Recognise that text has meaning.

Begin to use mark making to express meaning

N2 Write sc  
Write some letters accurately



	Me and My community	Let's Celebrate	Arctic Adventures	What's Underneath	Under the Sea	Tasty
Mathematics						
Maths in Nursery is taught through story, song and small group activities. Maths is seen throughout the environment and is part of the everyday routine and used throughout the day when communicating with the children. Previous objectives and continuously revisited through play and adult interactions						
Number	<b>Cardinality</b> <ul style="list-style-type: none"><li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li><li>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers</li></ul>		<b>N2: Cardinality</b> <ul style="list-style-type: none"><li>Counts up to 5 objects.</li><li>Links numerals with amounts up to 5 and maybe beyond</li><li>Experiment with their own symbols and marks as well as numerals</li></ul> <b>Comparison</b> <ul style="list-style-type: none"><li>Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. <i>You've got two, I've got two. Same!</i></li></ul> <b>N1:</b> <ul style="list-style-type: none"><li>In everyday situations, takes or gives two or three objects from a group without counting</li><li>Beginning to notice numerals (number symbols)</li><li>Beginning to subitise on their fingers.</li></ul> <b>Comparison</b> <ul style="list-style-type: none"><li>Beginning to compare and recognise changes in numbers of things, using words like <i>more, lots or 'same'</i></li></ul>		<b>N2:</b> <b>Cardinality:</b> <ul style="list-style-type: none"><li>Solve real world mathematical problems with numbers up to 5.</li></ul> <b>Composition</b> <ul style="list-style-type: none"><li>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers Beginning to use understanding of number to solve practical problems in play and meaningful activities</li><li>Beginning to recognise that each counting number is one more than the one before</li><li>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</li></ul> <b>N1:</b> <ul style="list-style-type: none"><li>Subitise up to 3 objects</li><li>Begin to link numerals with amounts</li></ul>	



## Numerical Patterns

### Counting

- Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.

### N2:

#### Counting

- Points or touches each item, saying one number for each item, up to 5 and maybe beyond
- Begin to recognise numerals to 10

### N1:

#### Counting

- Begins to say numbers in order, some of which are in the right order (ordinality)

### N2:

#### Counting

- May enjoy counting verbally as far as they can go.

### N1:

#### Counting

- Begin to count verbally up to 10
- Uses some number names and language within play



## Shape, Space and Measure

### Pattern

- Talk about and identify patterns around them
- Create their own spatial pattern showing some regularity
- Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next.

### Shape

- Show awareness of shape similarities and difference between objects
- Begin to talk about and explore 2d shapes
- Use 2d shapes appropriately

### Measure

- Begin to make comparisons against objects relating to size and length

### N2:

#### Pattern:

- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...
- Extend and create ABAB patterns – stick, leaf, stick, leaf.

#### Shape

- Begin to talk about and explore 3d shapes
- Use 3d shapes appropriately
- Combine shapes to make new ones

#### Position and Direction

- Describes routes
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.

### N1:

#### Pattern

- Joins in and anticipates repeated sound and action patterns

#### Shape

- Recognises that two objects have the same shape
- Makes simple constructions

#### Spatial Awareness/Position

- Move their bodies and toy around objects and explores fitting into spaces
- Responds to some spatial and positional language

### N2:

#### Pattern:

- Creates their own spatial patterns showing some organisation or regularity
- Explores and adds to linear patterns of two or three repeating items

#### Shape:

- Talk about and explore 2D and 3D shapes

#### Position and Direction:

- Describes a familiar route

#### Measure:

- Begin to make comparisons against objects relating to weight and capacity
- Recalls a sequence of events in everyday life or stories

### N1:

#### Pattern

- Beginning to talk about and identify patterns around them

#### Shape

- Begins to talk about and explore 2D and 3D shape

#### Position and Direction:

- Begin to respond and use the language of position and direction

#### Measure:

- Shows an interest in size and weight
- Explores capacity by selecting, filling and emptying containers
- Begins to understand that things might happen now or at another time in routines





	Me and My community	Let's Celebrate	Arctic Adventures	What's Underneath	Under the Sea	Tasty
Understanding the World						
Past and Present	Begin to make sense of their own life-story and their family's history.	Begin to talk about events in chronological order. E.g. what happens at Christmas. Use some vocabulary of time. E.g. last week, last year. Long ago		Look at fossils. Begin to know about a long time ago and recent past e.g. last week.	Find out about the seaside in the past from parents and grandparents. Know that things change over time.	Talk about growing and being healthy. Discuss what they had to eat yesterday and when they were small.
People, Culture and Communities	Talk about their families. Know families can be different. Know about people in their community. Members of staff. Local police. Fire Brigade Local vicar; Learn about where they live. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Know about celebrations- Christmas, Birthday's Halloween, Diwali.	Know we live in Grimsby England. Know the planet we live on is called the Earth. Look at maps and the globe. Know that there are places called the North and South Poles. Name some countries and different places. Talk about the people who live in the Arctic	Know about man made things underground. E.g. trains, sewers. Begin to think about how things work. Know that electricity comes through wires to power things	• Know that there are different places in the world.	Talk about how to be healthy. Learn about foods which keep you healthy. Visit from dentist
The Natural World	Learn about the seasons. Autumn	Learn about the seasons. Winter	Find out about animals in the arctic. Explain some similarities and differences between this country and the arctic	Explore the natural world around them. Digging. Exploring mini-beasts. Exploring what is underground. Use books and pictures to learn about other things underground. E.g. caves, volcanoes	Begin to understand the need to care for the natural environment and living things. Learn about sea creatures	Know that food comes from plants and animals. Learn about how to grow things and that we can eat them. Learn about how to cook some foods.





	Me and My community	Let's Celebrate	Arctic Adventures	What's Underneath	Under the Sea	Tasty
Expressive Arts and Design						
Creating with materials	Responding to characters in stories through paint, collage, modelling, playdough	Diwali lamps, Christmas crafts, Bonfire Night pictures using various techniques and materials	Polar scenes with various materials. Explore colours.	Responding to stimuli of Insects, Trains tunnels. Make 3d models	Use a variety of materials to make underwater scenes. E.g. transparent, shiny materials. Use printing	Vegetable printing. Explore colour.
Being imaginative and expressive	Continuous - Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. 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.  Sing a large repertoire of songs. Use large-muscle movements to wave flags and streamers. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Repeat the pitch and melody of a song sung to them. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.					
Enrichment Experiences						
	Visit from an author	Pantomime Christmas Play. Santa Claus visit	Forest School Walk in the snow/ice World Book Day – Whole school	Wormery in classroom	Fish tank in the classroom	Farm visit – The Pink Pig or Hall Farm



Reception

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Little me, big world	Happy days and special ways	Where in the world?	Into the storybook	From tiny to tall	Under the sea and by the shore
<b>Books</b>	All Are Welcome Colour Monster Goes to School Martha Maps it out Adoette A Superhero like you Owl babies	Mog's Birthday The Scarecrow's Wedding The Gunpowder Plot Binny's Diwali & Rama & Sita The Nativity Story Dear Father Christmas	The Emperor's Egg The Storm Whale in Winter Save the Arctic Rumble in the Jungle Monkey Puzzle Walking Through the Jungle	Goldilocks and the Three Bears The Gruffalo Goldilocks The Three Little Pigs Handa's Surprise  Easter Story	Daisy Eat Your Peas Olivers Vegetables Jack and the beanstalk The Woolly Caterpillar The Growing Story	The snail and the whale What the ladybird heard at the seaside Tiddler Little turtle in the sea Commotion in the ocean Pirates love underpants The Night Pirates



	Who am I?	How do we celebrate?	Terrific Tales	How do things grow?	Changes	What is out there?
<b>Communication and Language Development</b>						
<b>Listening, Attention and Understanding</b>	Children will be able to understand how to listen carefully and know why it is important.	Children will join in with repeated refrains in a story. Children will ask and understand 'what' and 'who' questions.	Children will talk about key events in a story. Children will ask questions to find out more.	Children will identify the main characters in the story and talk about their feelings. Children will understand and ask 'when' and 'where' questions.	Children will link events in a story to their own experiences. Children will ask 'why' questions.	Children will 'hot seat' characters from a story. Children will hold back and forth conversations with teachers and peers.
<b>Speaking</b>	Children will know and retell a familiar story. Children know and use vocabulary linked to the theme 'Who am I?' They will talk in front of small groups and their teacher offering their own ideas.	Children will know and retell the Christmas Story. They will know and use vocabulary linked to the theme 'How do we Celebrate?' They will begin to use talk to organise, sequence and clarify thinking, ideas, feelings and events.	Children will express ideas using past and present tense. They will talk in sentences using conjunctions e.g. and, because	Children will know and retell a familiar traditional tale. Children will know and use vocabulary linked to the theme 'Terrific Tales.'	Children will discuss characters, events and plot in stories, expressing their ideas and relating them to their lives using sentences. Children will know and use vocabulary linked to the theme 'How am I changing?' They will use talk to organise, sequence and clarify thinking, ideas, feelings and events. They will engage in non-fiction books and to use new vocabulary in different contexts.	Children will know and use vocabulary linked to their theme 'What is out there?' ideas using past and present tense. They will talk in sentences using a range of tenses.



	Who am I?	How do we celebrate?	Terrific Tales	How do things grow?	Changes	What is out there?		
Personal, Social and Emotional Development								
Self-regulation	To be able to follow one step instructions, recognise different emotions and focus during short whole class activities. To talk about how they are feeling and consider others feelings.		To focus during longer whole class lessons. To identify and moderate their own feelings socially and emotionally.		To be able to control their emotions using a range of techniques. To follow instructions of three steps or more.			
Managing Self	To wash hands independently. To manage own basic needs independently. To understand the need to have rules.		To begin to show resilience and perseverance in the face of a challenge. To develop independence when dressing and undressing.		To dress independently. To understand the importance of healthy food choices To be able to show a 'can do' attitude.			
Building Relationships	To seek support from adults and gain confidence to speak to peers and adults. Begin to develop friendships.		To be able to use taught strategies to support turn taking. To listen to the ideas of other children and agree on a solution and compromise.		To work as a group. To be able to have confidence to communicate with adults around the school.			
PSHE Association Lessons	Relationships		Living in the Wider World			Health and Wellbeing		
	Families and Friendships School staff roles, our families, making new friends, our home, pets	Safe Relationships Safe adults in school (lanyard systems) Staying safe in school	Respecting ourselves and others School rules, class charters, managing feelings and behaviour, communication	Belonging to a Community People who help us, caring for each other, care for the environment	Media, Literacy and Digital resilience How to use digital devices, staying safe online, pop-ups etc and apps.	Money and Work People who help us, visits from community workers, money in role-play	Physical Health and Wellbeing Healthy food choices, sun safety. Effects of exercise, handwashing. Healthy teeth	Growing and Changing Transition into new year group, Birthdays, growing plants to notice change



	Who am I?	How do we celebrate?	Terrific Tales	How do things grow?	Changes	What is out there?
<b>Physical Development</b>						
<b>Fine Motor Development</b>	Children will know the correct pencil grip and posture for writing.	Children will be able to use a knife and fork. Children will know how to correctly form the letters c, a, d, g, q, e, s, f, o	Children will know how to do up and undo buttons. Children will know how to correctly form the letters l, i, t, u, y, j	Children will know how to use two-hole scissors to make snips in paper and follow a line. Children will know how to correctly form the letters r, b, n, h, m, k, p	Children will know how to thread and sew. Children will know how to correctly form the letters v, w, x, z	Children will know how to use two-hole scissors to cut along lines. Children will know how to correctly form some capital letters.
<b>Gross Motor Development</b>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking, skipping, jumping, climbing. Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop overall body strength, balance, coordination and agility.</p>					
<b>PE lessons – Steps in PE Scheme</b>	<b>Body Management</b> Finding and using space safely. Balances using large body parts. Balances involving bean bags/coits. Move to music at different levels. Move in different directions. Move on and off benches safely. Copy short sequences Vocabulary: bottom, stomach, legs, back, high low, flat, wide, balance, Hands, feet, elbows, knees, head, pencil, dish and hollow, control, extend, pike, straddle, stretch, freeze		<b>Movement</b> Move in different ways to music. Express emotions in movement. Move like animals. Move freely. Stop and start. Move sideways. Move imaginatively. Points Movement. Points sequence. Vocabulary: slow, slowly stretching high scooping low, quick, dart, tiny flap quickly, raised, bent, flap, wrists soar still frozen points sideways copy-cat		<b>Object Manipulation</b> Carrying balls and bean bags. Move ball with feet, in a straight line, around a slalom. Try to keep ball in a court. Roll balls, quoits. Games rolling balls. Throwing balls, bean bags. Vocabulary: Names of shapes carry safely with control 2 hands dribble defend score goal protect court roll target under arm accuracy bounce catch	



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	Literacy					
Comprehension	Join in with rhymes. Show an interest in stories with repeated refrains. Sequence familiar stories through the use of pictures. Engage in conversations about stories using new vocabulary. Understand key concepts about print: - print has meaning - print can have different purposes – we read English text from left to right and from top to bottom.	Have a favourite story/rhyme. Sequence story – use beginning, middle, end. Enjoy an increasing range of books. Retell stories related to events through acting/role play, story maps. Introduce non-fiction and fiction books. Begin to name the different parts of a book. Continue to learn about concepts of text.	Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making and where appropriate familiar, cvc and exception words. Read stories from other cultures and traditions.	Information leaflets about animals in the garden/plants and growing. Re-read known books. Use vocabulary and forms of speech that are influenced by their experiences of books. Develop their own narratives and explanations by connecting ideas or events.	Retell a stories using story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/ events / settings in a story. May include labels, sentences or captions. Answer who, what where questions about a text.	Make predictions Beginning to understand fiction and non-fiction. Answer why questions about a text. Can point to the front cover, back cover, spine,blurb,illustration , illustrator, author and title. Sort books into categories.
Word Reading	Recognise familiar words in the environment. E.g. names, signs	Learn to read high frequency words -I, no, the Children will begin to read cvc words	Read high frequency words my, go, to. Begin to read simple phrases.	Read high frequency words said, he, me. Begin to read simple phrases	Read will read simple phrases	Continue to learn to read high frequency words. Read short sentences
Phonics	Read and correctly form the sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e Hear and identify initial sounds in words.	Read and correctly form the sounds l, h, r, j, v, y, w, z, x. Blend known sounds in words.	Read and correctly form the sounds qu, ch, th, sh, ng, nk, ff, ll, ck, ss, zz.. Blend known sounds in words.	Read and correctly form the sounds all RWI set one sounds (including special friends).Blend known sounds in words.	Read and correctly form the sounds ay, ee, igh, ow, oo (short), oo (long. Blend known sounds in words. Read red words in sentences.	Sound and blend words with RWI set 1 and 2 sounds.



## Writing

Family words. E.g. Mum, Dad. Correctly form graphemes which they are learning in reading,. Use early emergent writing in play e.g. lists, letters, stories, labels

Christmas letters/lists. Begin to be aware of capital letters for names. Write names in greetings cards

Make books. Add labels and phrases to pictures from stories.

Plant diary Add labels and phrases to pictures of plants.

Write labels messages, sentences in their play. Begin to use capital letters at the start of sentences

short sentences. Re-read their writing to check it makes sense.



	Who am I?	How do we celebrate?	Terrific Tales	How do things grow?	Changes	What is out there?
	<b>Maths</b>					
<b>Number</b>	<p>Getting to know you- Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of day, class routines. Exploring continuous provision inside and out. Where do things belong? Positional language.</p> <p>Match and sort compare amounts Match objects and pictures Identify a set Sort objects into types Explore and create sorting techniques and rules Compare amounts</p>	<p>Its me 1,2,3 Find numbers and subitise 1,2 &amp; 3 One more and one less Composition of numbers 1-3 1,2,3,4,5 Find and subitise 4 &amp; 5 One more and one less Composition of numbers 1-5</p>	<p>Alive in Five Find 0 to 5 Subitise Represent 0 to 5 One more and one less Conceptual subitising</p> <p>Growing 6,7 &amp; 8 Find and represent 6,7, &amp; 8 One more and one less Composition 6,7 &amp; 8 Making pairs Doubling to 8 Combine two groups Conceptual subitising</p>	<p>Building 9 &amp; 10 Find, compare and represent numbers to 10 One more and one less Composition to 10 Number bonds to 10 Doubles to 10 Explore Even and Odd</p>	<p>To 20 and Beyond Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns</p> <p>How many Now? Add more How many did I add? Take away How many did I take away?</p>	<p>Sharing and Grouping Explore Sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles</p> <p>Consolidation in areas identified by teacher to review for remaining 3 weeks of Term in preparation for Year 1</p>
<b>Numerical Patterns</b>	<p>Talk about Measure and Patterns Explore simple patterns Copy and continue simple patterns Create simple patterns</p>				<p>Visualise Build and Map Identify units of repeating patterns Create and explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Creating own maps Make Connections Making pattern relationships</p>	





<p><b>Shape, Space and Measure</b></p>	<p>Talk about Measure and Patterns Compare size, mass and capacity.</p>	<p>Circles and Triangles Identify and name Comparing Shapes in the environment Describe position Shapes with 4 sides Identify and name Shapes in the environment My day and night</p>	<p>Mass and Capacity Compare Mass Find a balance Explore and compare capacity</p>	<p>Length, Height and Time Explore and compare length Explore and compare height Talk about time Sequence time Explore 3D Shapes Recognise and Name 3D shapes Find 2D within 3D shapes Use 3D shapes for tasks 3D Shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment</p>	<p>Manipulate Compose and Decompose Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose and decompose shapes Copy 2D shape pictures Find 2D shapes within 3D shapes</p>	
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Understanding the World						



### Natural World – Science

#### Humans

To know the five senses.  
To name body parts - eyes, ears, nose, mouth, hands.  
To identify key body parts.  
I know that when I wash my hands, it kills off germs.  
To identify similarities and differences in people.  
To know that keeping healthy includes looking after their teeth.  
To know that as we get older we grow and change

#### Animals and their habitats

To know that there are different types of animals including mammals, birds and insects.  
To know that some animals hibernate  
  
To make and record simple observations when freezing and melting.

#### Plants

Plants need sun and water to grow.  
Plants need soil to grow. Plants are living things  
Trees are plants  
Plants grown from seeds / bulbs  
Parts of a flower - petal, stem and leaf.  
Make and record simple observations of growing plants.  
Identify similarities and differences between varieties of plants.

#### Animals and their habitats.

To know that butterflies do not start out looking like butterflies.  
To know that there are different types of animals including mammals, birds and insects.  
To know that animals like different foods.  
Living eggs in classroom.

#### Humans

How to stay safe in the sun. Know that exercise helps to keep you healthy.  
Know that I need to eat a variety of food to be healthy.  
Recognise different food types as meat, fruit and vegetables.  
Classify food according to whether it is healthy or unhealthy. Identify the changes to their body during exercise.

#### Materials and Forces

Name materials - wood, brick, paper, glass, plastic, metal, rock. Recognise properties of given materials.(hard/soft rough/smooth/ bendy/not bendy/float/sink).  
Know that objects are made from materials.  
Identify similarities and differences in relation to objects and materials. Know how to clean their teeth.

#### habitats.

To know that there are different types of animals including mammals, birds and insects.  
To know that different animals live in different places.  
To know that some animals are adapted to live under the sea.  
To identify similarities and differences between different animals and their habitats.  
To describe my local environment.  
To make observations of animals and talk about what I see.



	Who am I?	How do we celebrate?	Terrific Tales	How do things grow?	Changes	What is out there?
Understanding the World						
	<b>Weather and Seasons - continuous</b> Names of key weather - sunny, windy, rainy, snow, icy, foggy. Cloudy. Names of the four seasons and key features of each. Make and record simple observations of changing weather and the seasons. Identify patterns of seasonal changes. Identify Spring Summer, Autumn, Winter.					
Past and Present	Make sense of their own life-story and family's history. Talk about members of their immediate family and community Name and describe people who are family to them.	Know the names of the days of the week and the months of the year. Talk about what they have done with their families during Christmas in the past. Show photos of how Christmas used to be celebrated in the past. . Bonfire night. – Learn that it is based on the story of Guy Fawkes who was alive in a time beyond living memory	Use stories to learn about things within living memory and things from a long time ago.	Know their birthdays. Know the stages of the human life-cycle.	Know about changes in toys/technology over time. Talk to older people about changes in their life times, e.g. transport/school/technology – Teachers baby pictures.	Know about significant events in space travel



### People, Culture and Communities

Talk about the people in their family and what relation they are. Talk about places in the local environment and other places they have visited. Talk about differences and similarities in families. Know some people in the local community e.g. PC Mike Miss Emson Doctor. Other important members of staff.

Discuss Birthday's. Months of the year. Diwali. Show India on a map. Learn about Indian culture; saris, Rangoli patterns, food. .

Create maps based around stories e.g. Little Red Riding Hood. Use world maps to show children where some stories are based. Share different cultures versions of famous fairy tales. Know about occupations from books Read stories about different kinds of families.

Know about farms and where food comes from.

Local walk. W they like to change. Know about different occupations. What would you like to be when you grow up.

read stories about space and astronauts. Know about other places in the world e.g. Artic, Antarctic desert, towns, jungle, seaside, countryside.



RE Elements	<p><b>My Friends</b> Introduce the idea of community and the Golden Rule: treat others as you would want to be treated, which can be found in many religions. Examples of this from different religions, e.g. the Good Samaritan (Christianity), the Prophet Salih and the camel (Islam), Joseph and his brothers (Judaism)</p> <p><b>My Senses</b> Introduce the idea that we can learn about things using our senses; use a range of religious objects/artefacts/resources that engage the senses, e.g. incense, music, art, etc.</p>	<p><b>Special Times for me and others</b> Introduce the idea of special times that bring people together as a community, e.g. religious festivals. Explore the idea of special times: birthdays, key events in life, events of national significance, etc. Religious festivals, e.g. Christmas, Eid ul-Fitr, Hanukkah, Holi, Diwali, etc. What happens during these festivals? How do they bring people together in a community?</p> <p><b>Nativity</b> Consider what Jesus is. Using a nativity set Jesus (or image), question the children about the baby; is this a special baby? How? Who is he special to? Talk about other people in the nativity story in the same way (Shepherd, angel) Share the nativity story (Lion Storyteller Bible/suitable retelling/film) Connect to my life and talk about feelings when a new baby arrives in the family.</p>	<p><b>Our Special Books</b> Introduce stories from religions and important books Engage with some stories from religion, e.g. Jesus' birth, the parables (e.g. the Good Samaritan and the Lost Sheep), the story of the Prophet Muhammad and the spider, the story of Jonah and the whale, etc. Think about how religious people treat their books to show that they respect them.</p> <p><b>Special People to Me</b></p>	<p><b>Our Beautiful World</b> Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment; make links with Judaism Explore different stories of creation (including the Jewish story), e.g. Christianity, Hinduism Explore beliefs about the natural world and how human beings should relate to it.</p> <p><b>Easter</b> Fill hollow plastic eggs with things linked to the Easter story: folded-up pal cross, piece of bread, nails Special, bandage, thorns, yellow chicks. Get children to link them to parts of the story as they hear it told. Use three crosses to make an Easter Garden - talk about Jesus, Son of God, and the Easter cross. Link to new life they can see in the school garden.</p>	<p><b>Our Special Things</b> Introduce objects that are important to members of a religious group, e.g. cross, subha beads, prayer mat, etc Use the sense to explore a range of artefacts from different religions; think about what they might be used for and how they might help people understand God/the world/each other a bit better</p> <p><b>Myself</b> Examples of people who belong to religious communities – ways in which</p>	<p><b>Our Special Places</b> Introduce places of worship, e.g. church, mosque. Use the senses to explore different artefacts from different religions. Investigate how these artefacts are used by religious people in their places of worship</p>
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		<p>Introduce people who are important to members of a religious group. Introduce some special people in religion, e.g. Jesus, Prophet Muhammad, Moses, Guru Nanak, etc. Introduce the idea that some people in religious communities have special jobs, e.g. vicar, imam, rabbi, etc. Think about different jobs these people have, e.g. teacher, leader, someone to look after the community, etc</p>		<p>Religion is ordinary part of their lives (e.g. Christians visiting church to worship, Muslims participating in festival celebrations, Sikhs helping out in the langar [canteen] in the gurdwara, etc.) Use visits and visitors where possible Use stories/picture books to explore some ways in which religion is important to some people</p>	
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	Who am I?	How do we celebrate?	Terrific Tales	How do things grow?	Changes	What is out there?
<b>Expressive Arts and Design</b>						
<b>Creating with materials</b>	Self -Portraits. Portraits of family and pets. Drawings, collage and models of their houses.	Painting with different media e.g. brush, hands, sponge Sculpting with Salt dough - Diva lamps Rangoli patterns - paint, chalk Autumn pictures from found materials	Drawings and paintings of characters. Use a variety of materials and techniques to respond to stories told.	Mother's Day and Easter Cards - Folding printing Junk Modelling Colour Mixing Printing, Pictures made from natural materials	Make images of the local environment. Use recycled materials to make models.	Use a variety of materials and techniques to create images of different places e.g. space, underwater, arctic, desert
<b>Being imaginative and expressive</b>	<p>Continuous - Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build upon their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 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. 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. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p>					
<b>Enrichment Experiences</b>	Walk around the school. Visit forest school. Local walk to the shops	Christmas Play Halloween dressing up day	Visit from author Safer Internet Day	Visit from Vicar – Easter World Book Day Forest school walk, acting out stories in forest school.	Empathy Day. Local walk.	Visit to Skegness aquarium. Visit from dentist