

Roundswell Community Primary Academy



Early Years Curriculum



INTENT

At Roundswell Community Primary Academy we want the best for every child. Our aim is to create a high quality learning environment and build caring relationships which support, enhance and invite a child's curiosity and confidence to flourish regardless of backgrounds, circumstances or needs. Our vision for a broad, balanced and differentiated curriculum is designed to recognise children's prior learning, both from our own Nursery, previous settings and their experiences at home. We believe connections with parents, carers and other settings are crucial to provide the best possible start at RCPA. We want to encourage independent, enthusiastic and **positive** learners and **thinkers**, ensuring each individual reaches their full potential from their various starting points.

Our global curriculum has been designed to enable children to succeed through **co-operative and collaborative learning** principles. As such, there is a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development, Physical Development and Communication and Language, including Oracy. At RCPA, from training and research, we recognise that **effective communication** not only improves academic outcomes, but is a life skill to ensure success beyond school, in life and future employment. Our baseline assessments are telling us that we need to support our children to develop and improve their communication and vocabulary skills. Oracy and learning through stories develops children's **critical and creative thinking** and understanding, which in turn promotes **self-awareness**, **resilience** and empathy which supports the child's well-being. We believe learning about the natural world is vital so we will plan opportunities throughout the year to support and develop this connection. In addition, we will begin to **prepare pupils for life in the 21st century** by showing an awareness of **world issues**.


Our enabling environments and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration right from the start. We believe that high level engagement ensures high level attainment. We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of personalised play and sustained thinking. We follow children's interests and ideas to foster a lifelong love of learning both inside and outside school. By the end of the Reception year, our intent is to ensure that all children have had a **strong foundation** so they make at least good progress from their starting points and they are equipped with the skills and knowledge to have a **smooth and seamless transition** into Year 1. Our pupils will have the confidence to **embrace their next steps**, having learnt to **persevere** and to be **resilient**.

IMPLEMENTATION

"Play, while central, is not the only way children develop and learn in early years". Children "learn from adults both supporting their current development and learning, allowing time for this to deepen and be consolidated, and from adults introducing new possibilities". Birth to 5 Matters, 2021

Prior to children starting RCPA in the Nursery or Reception, staff spend time speaking to the child's parents, previous settings and read previous learning journey's to gain an understanding of the whole child. During the first half term in Nursery or Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress. The RBA (Statutory Reception Baseline Assessment) is also carried out at the start of the Autumn term in Reception. This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2. We believe early language provision should be a key area to focus so we use NELI, (Nuffield Early Language Intervention) an evidence-based oral language intervention for Reception children who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. The assessment informs us if the child is at an expected level for their age or requires intervention from trained NELI practitioners. We annually complete NELI with approximately 8 pupils in the cohort.


Our inclusive approach means that all children learn together. We feel it is important that there are timetabled whole class and small group focussed teaching times throughout the day alongside a mix of adult-led and child-led learning sessions. Timely additional interventions are planned to enhance and support children's learning if required. All ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children or excessive paper work. Our staff draw on their knowledge of the children and their own expert professional judgements through discussions with colleagues, photographs and physical examples such as a child's drawing, or a model they have made. Some observations are uploaded using Tapestry and shared with the supporting parents and carers and some examples are kept in individual books. We want our assessment to be effective and help children's learning, development and progress.



Each half term, EYFS staff introduce a new theme to provide inspiration for play-based and experiential learning, whilst providing the flexibility for children to follow their own interests and ideas. This learning is carefully sequenced to ensure learning is built upon rather than repeated. Staff also ensure that opportunities are provided to learn about the local area in the past, present and what it may look like in the future. Links to the community are enhanced with learning visits from local businesses e.g. recycling centre, local dentists, paramedic. We feel it is important to consider opportunities for all pupils, not just disadvantaged pupils, so we aim to develop essential knowledge for our pupils to ensure they succeed in life and experience the awe and wonder of the world e.g. visits from authors, animals, taking part in traditional and community events (e.g. Barnstaple in Bloom), finding out about different festivals in the world etc. We are lucky to have a small range of different cultures within our school setting so we value these languages and traditions as learning opportunities throughout the year.

Children learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have direct teaching during the day and the timetable is adapted throughout the year to take into consideration the changing needs of the children. Teaching sessions are followed by small focused group work which means the adult can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning. Children are provided with plenty of time to engage in exploration through a variety of rich, first-hand experiences which are carefully planned to widen experiences, engage and challenge within the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. We aim to ensure that children experience a curriculum that is broad and ambitious to develop their vocabulary and that prepares them for their next stage of learning.

We believe the role of the adult is incredibly important to encourage further learning. In playing alongside pupils, being a role model through direct teaching, raising questions to stimulate ideas and adding challenge and using appropriate language linked to key learning we believe we will ensure all learning will be enhanced. We will empower the children to show us what they know through effective questioning or modelling previously learnt knowledge and skills.



Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. We use a storytelling approach which exposes children to a range of high quality texts which are age and stage appropriate. They not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension. These texts will be embedded in our provision through adult-led learning and on display for children to access independently. Through this, children begin to internalise new vocabulary, language patterns and begin to retell stories. This approach is continued and developed in Key Stage One.

We value the support and value the importance of engaged parents and carers. We understand that this provides a positive effect on their own children's learning and development. We encourage parents to read with their child regularly and take part in fun, interactive activities linked to the learning in class.

Phonics is a high priority from the start. In Nursery, language rich lessons are specifically planned each week and in the Summer term children are exposed to specific phonic activities, following the Read Write Inc Nursery programme. This concentrates on specific speaking and listening skills, oral blending and segmenting skills which lay the foundations for later phonics work. When children start in Reception there are dedicated daily Read, Write Inc lessons which focus on blending and segmenting skills to decode words as they read and write. This is continued into Key Stage One to ensure consistency across the school. Phonic assessments are carried out every half term to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up'. Children are encouraged to read at home at least three times a week and are listened to regularly in school. They are given books that match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers.

In Reception, we follow the White Rose Maths Scheme of work which is divided into three weekly units. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed, applied and recorded within their own child-led exploration. Daily lessons are taught which include small group activities to develop fluency, revisit key concepts and address misconceptions. In Nursery, children develop a love of maths through games, songs, rhymes, and play using concrete manipulatives. There is a focus on the following counting principles; one to one correspondence, stable order

and cardinal principle. Children's fine manipulative skills are a focus to develop 1-1 correspondence so children count each object only once.

Our wider curriculum is taught through the learning areas; 'Understanding of the World' and 'Expressive Arts and Design.' Our EYFS staff have a good understanding of how ELG's feed into the National Curriculum through our robust planning and professional development opportunities which is shared with Year 1 teachers throughout the year. Exciting, purposeful and contextual activities are planned to build on children's natural curiosity. Building further on our oracy focus, children will be encouraged to employ subject specific language and terminology in foundation subjects, and such vocabulary will be modelled, both verbally and orally, by supporting members of staff. Our inclusive approach means that all children learn together, but we have a range of additional intervention and support for children who may not be reaching their potential, or are showing a greater depth of understanding and need further challenge. This includes, for example, sessions for developing speech and language, social skills, fine motor skills, phonics, and mathematics. In addition, we have a higher than average number of children on EHCPs, where bespoke plans have identified that learning may need to take place away from the classroom due to sensory needs. Regular monitoring of teaching and learning by the Senior Leadership Team and the EYFS Lead ensure staff develop good subject knowledge. The EYFS Lead ensures staff receive specific training to Early Years to develop their practice. For example, effective observations, in order to understand where pupils are, and their 'next steps,' for learning.



IMPACT

The children are at the centre of our practice. We endeavour to be a continuously improving setting where we provide continuous professional development for all our staff. We value this as this will enable our outcomes to be improved for our children. Our high expectations in our aspiring curriculum will ensure we tailor it to the needs of our children and this is regularly reviewed and adapted with effort and enthusiasm from staff. In the latter part of the Summer Term, the EYFSP is completed where teachers judge whether the child has met each of the 17 Early Learning Goals. They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, we provide a narrative for both parents and the Year One teaching staff.

This is also evident through our successful transitions into Year One. EYFS staff have a good understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects – both prime and specific areas - children leave the EYFS stage with the skills, knowledge and confidence to continue as lifelong learners.

From learning how to learn, our children will be resilient, persevere with challenges, make connections in their learning, be curious, be able to work collaboratively and concentrate on any learning. These skills will be revisited in different activities, throughout each year group so our children will build on their understanding and the importance of these skills to be a learner like 'Super Power Sam.'

We believe we will provide a rich diet of broad and balanced learning experiences which is undoubtedly the best way to develop happy, confident and curious children.

How do we ensure we give our pupils the foundational knowledge and understanding they need for Key Stage One and the rest of their schooling?

As a whole school, our learning powers are the core values and principles which we expect all children to demonstrate. These are introduced in our Nursery. We teach the children to think about their learning, understand what it means to learn and make the most of the learning opportunities as they arise. In the way we will help the children know more, remember more and are able to do more of what was intended in the curriculum. Each learning power is associated with a puppet which is used within the classroom and in whole school activities including assemblies.



Super Power Sam



Persevering Pete



Non-negotiable Ned



Curious Connie



Communicating Claude



Connections Clive



Concentrating Cuthbert



Teamwork Tallulah



Improving Izzy

TOPIC OVERVIEWS

Nursery Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All About Me	Celebrations / Mr Men	Dinosaurs / Fantasy	Rosie's Walk / Farm	Bears	The Seaside / Transport

Nursery Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Animals	Celebrations	Space/ Exploration	People Who Help Us	Food Glorious, Food	Under the Sea

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	What makes me special?	Transport: Are we there yet?	Our Local Area	If you go down to the woods today...	Once Upon a Time	Our Wonderful World: Australia

Nursery have a two-year rolling programme. Within these topics we will encourage the pupils to talk about their interests and we will incorporate this into our weekly and daily planning.

GLOBAL CURRICULUM



We have used the global curriculum to support our EYFS curriculum. Each term we focus on one or more of these areas. We want pupils to encounter and explore the environment to learn how they can influence how they will live in the future. We aim to nurture knowledge, creativity, kindness, wisdom, critical thinking, empathy and many more of the skills and values that will allow sustainable development to flourish and a better world to emerge through learning about nature.

Teachers plan and guide children's activities using these characteristics of learning:

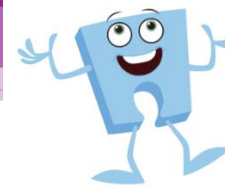
- Playing and exploring - children investigate and experience things, and 'have a go'
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

How do we prepare our children to be emotionally secure?

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. (Statutory framework for the early years foundation stage – March 2021)





Nursery Autumn 1 Being Me in my World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
<p>I understand how it feels to belong and that we are similar and different.</p> <p>I understand how feeling happy and sad can be expressed.</p> <p>I can work together and consider other people's feelings.</p> <p>I can use gentle hands and understand that it is good to be kind to people.</p> <p>I am starting to understand children's rights and this means we should all be allowed to learn and play.</p> <p>I am learning what being responsible means.</p>	<p>I know how it feels to be proud of something I am good at.</p> <p>I can tell you one way I am special and unique.</p> <p>I know that all families are different.</p> <p>I know there are lots of different houses and homes.</p> <p>I can tell you how I could make new friends.</p> <p>I can use my words to stand up for myself.</p>	<p>I understand what a challenge means.</p> <p>I can keep trying until I can do something.</p> <p>I can set a goal and work towards it.</p> <p>I know some kind words to encourage people with.</p> <p>I can start to think about the jobs I might like to do when I'm older.</p> <p>I can feel proud when I achieve a goal.</p>	<p>I know the names for some parts of my body and am starting to understand that I need to be active to be healthy.</p> <p>I can tell you some of the things I need to do to be healthy.</p> <p>I know what the word 'healthy' means and that some foods are healthier than others.</p> <p>I know how to help myself go to sleep and that sleep is good for me.</p> <p>I can wash my hands and know it is important to do this before I eat and after I go to the toilet.</p> <p>I know what to do if I get lost and how to say NO to strangers.</p>	<p>I can tell you about my family.</p> <p>I understand how to make friends if I feel lonely.</p> <p>I can tell you some of the things I like about my friends.</p> <p>I know what to say and do if somebody is mean to me.</p> <p>I can use Calm Me time to manage my feelings.</p> <p>I can work together and enjoy being with my friends.</p>	<p>I can name parts of my body and show respect for myself.</p> <p>I can tell you some things I can do and some food I can eat to be healthy.</p> <p>I understand that we all start as babies and grow into children and then adults.</p> <p>I know that I grow and change.</p> <p>I can talk about how I feel moving to School from Nursery.</p> <p>I can remember some fun things about Nursery this year.</p>

Reception Autumn 1 Being Me in my World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
<p>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. I am learning what being responsible means.</p>	<p>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.</p>	<p>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.</p>	<p>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. I know what a stranger is and how to stay safe if a stranger approaches me.</p>	<p>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.</p>	<p>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. I can share my memories of the best bits of this year in Reception.</p>



	Reception Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Special People	Christmas	Celebrations	Easter	Story Time	Special Places
Key questions	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
Religion	Christianity, Judaism	Christianity	Hinduism	Christianity	Christianity, Islam, Hinduism, Sikhism	Christianity, Islam, Judaism

Each enquiry poses a big question and helps children understand how people from one or from several different religions might answer it, always asking children what they think, celebrating their choices and beliefs as unique human beings. The teaching and learning activities are structured into three sections: Interest me, Help me learn, Let's think. Jigsaw and Discovery RE link together and at times, if appropriate, they will be used together to support teaching and learning. British Values are also incorporated into the themes, focusing on tolerance, rule of law, democracy, individual liberty and mutual respect.

PHYSICAL DEVELOPMENT

How do we prepare our children to be physically active?

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. (Statutory framework for the early years foundation stage – March 2021)

Our PE curriculum is broken down into the following areas:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Fundamental Skills	Gymnastics	Dance	Team Games	Ball Skills	Health and Fitness



COMMUNICATION AND LANGUAGE

How do we prepare our children to be effective and confident communicators?

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites to elaborate, children become comfortable using a rich range of vocabulary and language structures (Statutory framework for the early years foundation stage – March 2021)

We ensure we identify early on in Nursery and Reception which pupils would benefit from additional speech support as we know from research that children who are behind in language development at the age of five are six times more likely to reach expected standards in English by the end of primary school. In Reception we provide NELI sessions for those pupils who require additional language intervention linked to reading. Speech interventions are continued into Key Stage One when required.

In order to give children the best possible start in life, we believe children need to have a good vocabulary, understand how books work and have the curiosity, imagination and eagerness to learn about the world around them. Sharing rhymes, books and stories with children every day helps develop these skills.

Nursery Communication & Language	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Listening, Attention & Understanding, Speaking</p> <p>This is developed throughout the year through high quality back and forth interactions and regular conversations, daily story times, daily discussions, assemblies, PSHE sessions, singing, speech and language interventions, SALT referrals are completed as soon as possible.</p> <p>Throughout the year planned CPD opportunities within Oracy are</p>	<p>Settling in activities</p> <p>Making friends</p> <p>Children talking about experiences that are familiar to them</p> <p>Sharing facts about me and my family</p> <p>Rhyme and alliteration</p> <p>How do we show we are listening to others? e.g. body language</p> <p>Sharing stories</p> <p>Learn rhymes, poems and songs</p> <p>Modelling talk in sentences throughout the day e.g. register, lunch choices</p> <p>Flashcards to support additional language</p>	<p>Developing vocabulary and using it throughout the day</p> <p>Retelling a simple story</p> <p>Listening and responding to stories including using new vocabulary from stories, non-fiction books, rhymes and poems</p> <p>Story language</p> <p>Following instructions</p> <p>Taking part in whole class/group discussions</p> <p>Reading competition – reading in unusual places</p> <p>Story sacks to develop imagination</p> <p>Communication aids</p> <p>Nursery Rhyme spoons</p> <p>Snack time – talking about independence</p>	<p>Talking in sentences and using new vocabulary well</p> <p>Describe events in increasing detail e.g. familiar/story events</p> <p>Listen and talk about stories to build familiarity and understanding</p> <p>Develop open-ended role play areas using boxes, blankets</p> <p>Extending role play outside</p> <p>Visual aids and songs for toileting</p>	<p>Use pictures/photos to talk about a story/object in detail</p> <p>Sustained focus when listening to a story (well-known or new)</p> <p>World Book Day activities e.g. what is your favourite book/character and why? Create a favourite book character from a wooden spoon</p> <p>Board games – turn taking</p>	<p>RWI phonics from Summer Term</p> <p>Listening games e.g. ‘Fred Talk’ games</p> <p>Person/animal to read to? Why?</p> <p>Sharing experiences</p> <p>Discuss events on Tapestry</p> <p>Story map</p> <p>Story cards to develop imagination</p>	<p>Read books that will extend children’s vocabulary including their knowledge of the world or linked to certain topics</p> <p>Listening games e.g. ‘Fred Talk’ games</p>

prioritised for all staff.

Makaton
Visual timetable
with verbal
questions

Conversation starting
mats

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Topics	What makes me special?	Are we there yet?	Our local area	If you go down to the woods today...	Once upon a time	Our Wonderful World: Australia
Communication and Language	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites to elaborate, children become comfortable using a rich range of vocabulary and language structures (Statutory framework for the early years foundation stage – March 2021)					
Listening, Attention and Understanding, Speaking This is developed throughout the year through high quality back and forth interactions and conversations, daily story times, daily discussions, assemblies, PSHE sessions, singing, speech and language interventions, Talk for Writing story maps and actions	Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions/goals/dreams? Sharing facts about me and my family Rhyme and alliteration Listening games e.g. ‘Fred Talk’ games How do we show we are listening to others? e.g. body language Sharing stories Retelling simple repetitive stories using	Developing vocabulary and using it throughout the day Retelling a simple story Listening and responding to stories including using new vocabulary from stories, non-fiction books, rhymes and poems Story language Following instructions	Asking and answering how and why questions Asking questions to find out more and to check their understanding Talking in sentences and using new vocabulary well Retelling a story using story language Inventing new characters/events Describe events in detail e.g. familiar/story events	Describe events in detail using time connectives Understand and show how to listen well and talk about why this is important Use pictures/photos to talk about a story/object in detail Sustained focus when listening to a story (well-known or new) Adult to use open questioning e.g. I	Re-read different versions of stories and use different language to talk about the events, illustrations and relate them to their own lives Talk about books with different illustrations e.g. pictures, drawings, photos and discuss them Reading competition – who is your favourite person/animal to read to? Why?	Read books that will extend children’s vocabulary including their knowledge of the world or linked to certain topics Adult to use open questioning e.g. I wonder... Tell me more about... What could you predict?

<p>and other weekly interventions. In the Autumn term children are screened for Language Link, Speech link and NELI to enable speech interventions to start promptly. SALT referrals are completed as soon as possible.</p> <p>Throughout the year planned CPD opportunities within Oracy are prioritised for all staff.</p>	<p>Talk for Writing approach Modelling talk in sentences throughout the day e.g. register, lunch choices RWI phonics from the start Adult to use open questioning e.g. I wonder... Tell me more about... What could you predict?</p>	<p>Taking part in whole class/group discussions Understand why listening is important and how do we do it Reading competition – reading in unusual places Would you rather...? questions Adult to use open questioning e.g. I wonder... Tell me more about... What could you predict?</p>	<p>Listen and talk about stories to build familiarity and understanding Learn rhymes, poems and songs Select books/photographs that show our local area in historical times and discuss similarities and differences Develop open-ended role play areas using boxes, blankets Adult to use open questioning e.g. I wonder... Tell me more about... What could you predict?</p>	<p>wonder... Tell me more about... What could you predict? World Book Day activities e.g. what is your favourite book/character and why? Create a favourite book character from a wooden spoon</p>	<p>Adult to use open questioning e.g. I wonder... Tell me more about... What could you predict?</p>	
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By three years...

By three years, children will usually:

- use up to 300 words. They will use different types of words to do different things, E.g. to describe what things look like
 - 'big', 'soft'
 - where they are - 'under', 'on'
 - what they are for - 'eating', 'playing'
 - that say who they are - 'me'
 - to describe how many - 'lots'
- refer to something that has happened in the past
- put 4 or 5 words together to make short sentences, such as *"me want more juice"*, *"him want his coat"*
- ask lots of questions
- have clearer speech, although they will still have some immaturities such as 'pider' instead of 'spider'. They often have problems saying more difficult sounds like 'sh', 'ch', 'th' and 'r'. However, people who know them can mostly understand them

- listen to and remember simple stories with pictures
- understand longer instructions, such as *"put on your coat and get your bag"* or *"where's mummy's coat?"*
- understand simple 'who', 'what' and 'where' questions
- play more with other children and join in with play
- play more complex imaginative games
- be able to have a proper conversation, though they may flit around the topic a bit and be difficult to follow at times
- be able to recognise how other people feel and will try to do something about it, E.g. *"Ah, Josie sad. She need a hug."*

By four years...

By four years, children will usually:

- ask lots of questions using words like 'what', 'where' and 'why'
- be able to answer questions about 'why' something has happened
- use longer sentences and link sentences together, E.g. *"I had pizza for tea **and** then I played in the garden"*
- describe events that have already happened, E.g. *"We got dressed up and we went to the hall and singed songs. All the mummies and daddies did watch"*
- have mostly clear speech, though will continue to have difficulties with a small number of sounds – for example 'r' – as in 'rabbit', 'l' – as in 'letter', 'th' as in 'thumb', 'sh' as in 'show', and 'j' as in 'jam'
- listen to longer stories and answer questions about a story they have just heard, for example, simple questions such as *"Who did Cinderella dance with at the ball?"*, *"Were Cinderella's sisters kind?"*
- understand and often use colour, number and time related words, for example, 'red' car, 'three' fingers
- enjoy make-believe play
- start to like simple jokes – though often their own jokes make little sense
- start to be able to plan games with others

By age 5...

Attention, listening and understanding

Attention and listening skills are the foundation of language. Without well developed skills in this area, children will struggle to understand and respond appropriately.

In addition, children may have difficulties understanding language being spoken to them. If you look carefully, you can often see these children struggling to listen and follow instructions. They often copy other children who have understood what to do.

Vocabulary

Vocabulary is key for learning.

Amazingly, research tells us that the level of children's vocabulary at age 5 is a very strong predictor of the qualifications achieved at school leaving age and beyond.⁴

This section is about understanding language as well as saying words.

4 Feinstein, L., and Duckworth, K. (2006) Development in the early years: its importance for school performance and adult outcomes. London: Centre for Research on the Wider Benefits of Learning, Institute of Education, University of London.

Speech sounds

It's normal for children at 5 to still struggle with some sounds, especially 'r' and 'th'. There are lots of reception age children with 'wabbits' and 'fums'.

Combinations of consonant sounds at the beginnings and ends of words can be tricky, E.g. *pider for spider, fower for flower*

Words with 3 or more syllables can be difficult, E.g. *paske tti for spaghetti, efalet for elephant*

Children at 5 should be able to...

- Understand they need to look at who's talking to them and think about what they're saying
- Listen to and understand instructions about what they're doing, whilst busy with another task
- Understand longer 2 to 3 part spoken instructions, E.g. "Get your coat, then choose a partner and line up by the door"
- Understand 'how' or 'why' questions, E.g. "How did the family escape from the bear in the story?"

Children at 5 should be able to...

- Understand that words can be put into groups or categories, and give examples from each category, E.g. Animals, transport, food, etc
- Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them, E.g. Soon, early and late; square, triangle and circle; soft, hard, and smooth; big, tiny and tall
- Name objects, characters and animals from a description, E.g. "It lives in the jungle and is fierce with big teeth and is stripy." Children at this age will ask if they are unsure
- Use words more specifically to make their meaning clear, E.g. "I didn't want my yellow gloves, I wanted the spotty ones that match my hat"

Children at 5 should be able to...

- Produce speech that is clear and easy to understand, though may still have some immaturities
- Develop good knowledge and understanding of sounds and words, which are important for reading and spelling
- Break words up into syllables, E.g. "Fri..day" – 2 syllables, "Sat...ur..day" – 3 syllables
- Recognise words that rhyme or sound similar, E.g. "Cat and hat – they rhyme", "Bananas and pyjamas – they sound similar"
- Work out what sound comes at the beginning of a word, E.g. "Sit begins with 's'. Sun, silly, Sam and sausage all begin with 's'."

Sentence building and grammar

By age 5 children will be using longer and more complicated sentences.

English is a complicated language though, so they'll still make mistakes, usually over-generalising rules of grammar, E.g. They may say 'fighted' instead of 'fought' or 'gooses' instead of 'geese', 'sheeps' instead of 'sheep'

Storytelling and narrative

We tell each other stories all the time, it's one of the ways we communicate and share our experiences.

The key for making good stories is to have a good structure.

Children need to know what important elements are necessary to tell a story and how to structure these in order to tell a story that makes sense.

Conversations and social interaction

Conversations are key for social interaction and also for supporting learning and thinking.

These are skills like any others and with practice children will improve and use these skills to develop friendships and support learning.

Children at 5 should be able to...

- Use well formed sentences, longer sentences and sentences with more details, E.g. "I made a big round pizza with tomato, cheese and ham on top"
- Use some irregular past tense words, E.g. "I drank all my milk", "She took my teddy"
- Join phrases with words such as 'if', 'because', 'so', 'could', E.g. "I can have a biscuit if I eat all my dinner"
- Ask and answer 'what', 'where', 'when', and 'what could we do next' questions
- Show that they can use language to reason and persuade, E.g. "Can I go outside because it's stopped raining?"

Children at 5 should be able to...

- List events with some detail, E.g. "We went to the seaside and I made the biggest sandcastle ever and we ate fish and chips on newspaper"
- Re-tell favourite stories - some parts as exact repetition and some in their own words, E.g. "...going on a bear hunt, going to catch a big one, we're not scared...and he chased them all the way home"
- Begin to add something that's gone wrong in their own stories, E.g. "...but the little boy dropped his big ice cream on the floor and he was very sad and crying..."
- Describe events. These may not always be joined together or in the right order, E.g. "Daddy was cross. We was late for the football. It was broken. The car tyre"
- Use longer and more complicated sentences within their stories, E.g. "When he got home he saw an enormous crocodile sitting on the sofa and the crocodile said good morning, because he was a friendly crocodile"

Children at 5 should be able to...

- Start conversations with other people and join in with group conversations
- Join in and organise role play with friends
- Play co-operatively and pretend to be someone else talking. These games can be quite elaborate and detailed
- Use language to communicate a wider range of things – such as ask, negotiate, give opinions and discuss ideas and feelings, E.g. "Can we go to the park after school today – it's a lovely sunny day and it will be fun"
- Give details that they know are important and will influence the listener, E.g. "Ahmed fell over that stone, Javid didn't push him"

LITERACY

How do we prepare our children to be confident readers and writers?

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). (Statutory framework for the early years foundation stage – March 2021)

We feel the strong start we make within phonics and English will give pupils the foundational knowledge to prepare them for learning within key stage one and beyond. Using phonics as the prime approach to learning to read and write, we will give pupils the skills to access learning in all curriculum areas. We want our reading curriculum to give children the best start in Reception, so that they are well on the way to becoming fluent readers.



PHONICS

We will use RWI Phonics as the prime approach for starting to read and write. For the majority of pupils this will start in our Nursery and continue until Year Two.

Nursery Summer Term	With the older Nursery children we will focus on oral blending and segmenting e.g. d-o-g makes dog. We will focus on listening skills linked to rhythm, rhyme, environmental and instrumental sounds. We will begin to look at Set 1 phonics through play activities and games.
Reception Autumn Term	Set 1, formation of single letters, moving onto writing cvc words.
Reception Spring Term	Set 2, writing ccvc, cvcc words and captions/sentences. <i>These red words will be taught which link to the expected reading level: put, the, I, no, of, my, for, he.</i>
Reception Summer Term	Set 2, writing longer sentences with 5+ letter words and introducing some Set 3 sounds. <i>These red words will be taught which link to the expected reading level: your, said, you, be, are, to, me, go, baby.</i>
Year One Autumn Term	Set 2, writing words within compound sentences using 'and', 'or', 'but', 'so'. <i>These red words will be taught which link to the expected reading level: all, like, I've, want, call, we, her, she, some, so.</i>
Year One Spring Term	Set 3, writing words within sentences including other conjunctions or simple adjectives. <i>These red words will be taught which link to the expected reading level: what, they, do, old, was, saw, watch, school, small, their, were, who, tall, one, brother, I'm, there, any, where.</i>
Year One Summer Term	Set 3, writing words within sentences including question marks and exclamation marks. Read a passage at 60-70 words per min attempting intonation. <i>These red words will be taught which link to the expected reading level: does, other, two, could, ball, would, wash, water, anyone, over, wasn't, through, once, son, whole, people.</i>
Year Two Autumn Term	Recap Set 2 and Set 3 reading and writing words within sentences. Read a passage at 70-80 words per min attempting intonation. <i>These red words will be taught which link to the expected reading level: should, come, many, mother, above, father, here, buy, bought, great, someone, another, walk, caught, worse, everyone, talk, thought, love, wear.</i>
Year Two Spring Term	Phonics will be continued as an intervention for those pupils who require it. The majority of pupils will be working on spelling and grammar rules using the RWI Spelling programme.

Each child in Reception and Year 1 will be assessed every six weeks. Teachers will know the number of letter sounds and words they are able to blend (real and nonsense words) and this will be monitored to ensure progression.

Reception RWI expectations of number of sounds learnt	
Autumn 1 st Half	16
End of Autumn 2 nd Half	25
Spring 1 st Half	31
End of Spring 2 nd Half	35
Summer 1 st Half	35
End of Summer 2 nd Half	41

TALK FOR WRITING

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Why am I so special?	Transport – Are we nearly there yet?	Our Local Area – Why do we have a brand new school?	If you go down to the woods today...	Once upon a time	Our wonderful world
Picture books promoting diversity linked to the topic	All Are Welcome by Alexandra Penfold I Am Enough by Grace Byers The New Small Person by Lauren Child The Name Jar by Yansook Choi So Much! by Trish Cooke Julian Is a Mermaid by Jessica Love The Proudest Blue: A Story of Hijab and Family by Ibtihaj Muhammad I Love My Hair! by Natasha Anastasia Tarple And Tango Makes Three by Justin Richardson	(Celebration links) Little Glow by Katie Sahota and Harry Woodgate All aboard for the Bobo road by Stephen Davis	Number 7 Evergreen Street by Julia Patton		We're Off To Find A Fairy by Eloise White & Cory Reid	My Friend Earth by Patricia MacLachlan
Connective actions to focus on in text maps	after that finally	first, next	but later on	and	because	unfortunately
Fiction (3 weeks each)	Goldilocks and the Three bears & The Little Red Hen		The Three Little Pigs	Jack and the beanstalk The Ugly Duckling	The ugly duckling The gingerbread man Michael Recycle/Litterbug Dough	Tiddalik Why koala has a stumpy tail, The koala who could
Non-Fiction (2 weeks each)	Funnybones – writing labels for bodyparts	Information text about Great Fire of London, Flashing Fire engines	Writing about photographs of Barnstaple in the past	Information text about Minibeasts e.g, explanation text of frog/butterfly life cycle	Writing a recipe for a gingerbread man	Travel brochure of places in Australia Recount of a familiar event e.g. trip/visitor
Poetry (1 week)	Counting songs and nursery rhymes (linked to Sing up Music)	Poetry linked to fireworks Share The Owl and the Pussycats	On the road	Mad about minibeasts I love bugs by Emma Dodd	Pirate Pete (Zim Zam Zoom) shared writing adapted linked to the King	That's not my... (Australian animal) Poetry linked to animals/summer e.g. https://childrens.poetryarchive.org/poem/ten-dancing-dinosaurs/ 10 dancing dinosaurs by John Foster

MATHEMATICS

How do we prepare our children to be confident Mathematicians?

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. (Statutory framework for the early years foundation stage – March 2021)

We want to provide everyday experiences and routines, rhymes and games to provide excellent mathematical learning opportunities for our youngest pupils. For mathematical learning to happen anywhere with better outcomes, we feel it should be practical and as part of a play-based context wherever possible. What matters is building young children's confidence and their willingness to have a go, whether at counting, construction or shape puzzles. The strong start we make with developing a deep understanding of number will give pupils the foundational knowledge to prepare them for learning within key stage one and beyond. We aim for a balance between guided interaction with both direct teaching and child-led activities. Using a range of activities and resources within regular lessons, pupils will be able to practise and rehearse new knowledge and understanding and use it within different contexts.



We feel important mathematical learning includes:

- counting by just saying number words
- counting objects; making and comparing small numbers of things
- comparing sizes and dimensions, capacities and weights
- exploring properties of shapes by fitting them together and building models
- exploring spatially, describing where to find things and giving directions
- spotting and discussing different patterns
- finding different ways to solve problems practically



We believe very young children need plenty of time to freely explore the mathematical resources and activities on offer; to pursue their own interests and to make sense of what they see, hear and are taught. They need to do this independently as well as with other children. Adult engagement is essential in order to deepen their understanding and help them develop the confidence to play with and extend their ideas.

We feel that games, books and rhymes provide many valuable and meaningful contexts for young children's mathematical learning. Picture books are particularly powerful, containing rich and varied images of quantities and patterns for children to enjoy sharing with adults and rhymes often consist of learning and repeating early number sequences alongside finger and body movements so we ensure we plan opportunities for these activities within our Maths activities.

If Maths interventions are needed, in addition to the teaching sessions, we ensure that we focus on key concepts and language rather than numerical operations e.g. size, shape and pattern.

Key: 2 & 3 year olds, 3 & 4 year olds, Reception

	Getting to Know You 3 Weeks	Just Like Me! 3 Weeks	It's Me 1, 2, 3 3 Weeks	Light and Dark 3 Weeks
Autumn	<ul style="list-style-type: none"> -Opportunities for settling in, introducing the areas of provision and getting to know the children -Key times of the day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language. -Beginning to talk about immediate past and future -Beginning to anticipate times of the days such as mealtimes or home time 	<ul style="list-style-type: none"> -Match and sort -Compare amounts -Begin to compare amounts saying 'lots' 'more' 'same' -Compare size, mass, capacity -Explores differences in size, length, weight and capacity -Exploring pattern -Joins in and anticipates repeated sound and action patterns e.g. finger rhymes -Interested in what happens next using the pattern of everyday routines -Build with a range of resources -Notice patterns and arrange things in patterns 	<ul style="list-style-type: none"> -Representing 1,2,3 -Develop counting like behaviour: such as making sounds, pointing or saying some numbers in sequence -Begins to say numbers in order, some of which are in the right order -Begins to notice numerals -Begins to count on fingers -Comparing 1,2,3 -React to changes of amount in a group of up to three items -Beginning to compare and recognise changes in numbers of things, using words like 'more' 'lots' or 'same' -Composition of 1,2,3 -Circles and triangles (Shape) -Combine objects: like stacking blocks and cups -Complete inset puzzles -Recognises when two objects have the same shape -Makes simple constructions -Positional language 	<ul style="list-style-type: none"> -Representing numbers to 5 -Develop counting like behaviour: such as making sounds, pointing or saying some numbers in sequence -Begins to say numbers in order, some of which are in the right order -Begins to notice numerals -Begins to count on fingers -One more and less -In everyday situations, takes or gives two or three objects from a group -Shapes with four sides -Chooses items based on their shape which are appropriate for the child's purpose -Responds to both in-formal language and common shape names -Shows awareness of shape similarities and differences between objects -Time

Spring

- Introducing 0
- Comparing numbers to 5
- Compare two small groups of up to five objects saying when there is the same number of objects in each group
- ‘more than’ ‘fewer than’
- Show fingers up to five
- Points or touches each item saying one number for each item using the stable order of 1,2,3,4,5
- Uses some number names and number language within play
- Composition of 4 and 5
- Through play and exploration, beginning to learn that numbers are made up of smaller numbers
- Compare mass
- In meaningful contexts, finds heavier or lighter
- Make comparisons
- Compare capacity
- In meaningful contexts, finds more/less full
- Make comparisons

- 6,7,8
- Recite numbers past 5
- Combining 2 amounts
- Making pairs
- Length and height
- In meaningful contexts finds the longer or shorter
- Make comparisons
- Time
- Recalls sequence of events in everyday life and stories

- Counting to 9 and 10
- Begin to recognise numbers 0 to 10
- Links numerals with amounts up to 5 and maybe beyond
- Explores using a range of their own marks and signs to which they ascribe mathematical meanings
- Comparing numbers to 10
- Bonds to 10
- 3D shapes
- Attempts to create arches and enclosures when building, using trial and improvement to select blocks
- Combine shapes to make new ones
- Talk about and explore 2D and 3D shapes using language like: sides, corners, straight, flat, round
- Spatial Awareness
- Climb and squeeze themselves into different types of spaces
- Moves their bodies and toys around objects
- Begins to remember their ways around familiar environments
- Responds to some spatial and positional language
- Explores how things look from different viewpoints, including things that are near or far away
- Patterns

	To 20 and Beyond 3 Weeks	First Then Now 3 Weeks	Find my Pattern 3 Weeks	On the Move 3 Weeks
Summer	<ul style="list-style-type: none"> -Building numbers beyond 10 -Counting patterns beyond 10 -Subitises one, two and three objects without counting -Counts up to five objects recognising that the last number said represents the total counted so far -Spatial reasoning -Responds to and uses language of position and direction -Predicts, moves and rotates objects to fit the space or create the shape they would like -Match -Rotate -Manipulate 	<ul style="list-style-type: none"> -Adding more -Taking away -Beginning to recognise that each counting number is one more than the one before -Spatial reasoning -Describes a familiar route -Compose and decompose 	<ul style="list-style-type: none"> -Doubling -Sharing and grouping -Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same -Even and odd -Spatial reasoning -Discuss locations using words like 'in front of' and 'behind' -Visualise and build 	<ul style="list-style-type: none"> -Deepening understanding -Beginning to use understanding of number to solve practical problems in play and meaningful activities -Patterns and relationships -Creates own spatial patterns showing some organisation or regularity -Explores and adds to simple linear patterns of two or three repeating items -Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next -Begin to describe a sequence of events, real or fiction, using words such as 'first' 'then'... -Spatial reasoning -Mapping

In Reception we use the White Rose scheme of learning and use additional resources from other information sources including NRich, NCTEM, Numberblocks and Number Talk Images. The order of objectives may be adapted due to each cohort.

Autumn :

Week 1	Week 2	Week 3		Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p>Getting to Know You</p> <p>Opportunities for settling in, introducing the areas of provision and getting to know the children.</p> <p>Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.</p>			Phase	Just Like Me!			It's Me 1 2 3!			Light and Dark		
			Number	Match and Sort Compare Amounts			Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3			Representing Numbers to 5. One More and Less.		
			Measure, Shape and Spatial Thinking	Compare Size, Mass & Capacity Exploring Pattern			Circles and Triangles Positional Language			Shapes with 4 Sides. Time		

Spring:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Phase	Alive in 5!			Growing 6, 7, 8			Building 9 & 10		
Number	Introducing zero Comparing numbers to 5 Composition of 4 & 5			6, 7 & 8 Combining 2 amounts Making pairs			Counting to 9 & 10 Comparing numbers to 10 Bonds to 10		
Measure, Shape and Spatial Thinking	Compare Mass (2) Compare Capacity (2)			Length & Height Time			3d-shapes Spatial Awareness Patterns		

Summer:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Phase	To 20 and Beyond			First Then Now			Find my Pattern			On the Move		
Number	Building Numbers Beyond 10 Counting Patterns Beyond 10			Adding More Taking Away			Doubling Sharing & Grouping Even & Odd			Deepening Understanding Patterns and Relationships		
Spatial Thinking	Spatial Reasoning (1) Match, Rotate, Manipulate			Spatial Reasoning (2) Compose and Decompose			Spatial Reasoning (3) Visualise and Build			Spatial Reasoning (4) Mapping		

EXPRESSIVE ARTS AND DESIGN

How do we prepare our children to be creative artists, musicians and designers?

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. (Statutory framework for the early years foundation stage – March 2021)

The Art curriculum is broken down into these areas. Different artists and craftspeople will be looked at throughout the year.

Drawing	Painting	Collage	Printmaking	3D work/sculpture	Textiles	Digital Media
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The DT curriculum is broken down into these areas:

Developing planning and communicating ideas	Working with tools, equipment and components to make quality products	Evaluating processes and products
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The music curriculum is broken down into these areas:

Communication	Cultural development	Musical structures	Musical dimensions
Musical techniques and devices	Creativity		

These key skills will be developed: structure, pitch, rhythm, timbre, texture, dynamics, tempo.



<p>Drawing in the Nursery</p>	<p>Expressive Arts and Design: Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</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>	<ul style="list-style-type: none"> • I can begin to explore a variety of drawing materials including pencil, graphite, felt tips, crayon, pen, chalk, soft pastel, wax and charcoal. • I can explore working on different surfaces on a large scale e.g. roll of wallpaper, child size boxes, easel, tabletop, paving • I can say what I want to create. • I can listen and get ideas from others (e.g. visiting artists, musicians and craftspeople) • I can draw from their imagination and observation. • I can add details to their drawings by selecting interesting objects to draw, and talk about the key features. • I can talk about the work of artists from across times and cultures and notice where features of artists' work overlap with my own work e.g. in details, colour, movement or line.
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<p>Drawing in Reception</p>	<p>Expressive Arts and Design: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>	<ul style="list-style-type: none"> • I can begin to explore a variety of drawing materials including pencil, graphite, felt tips, crayon, pen, chalk, soft pastel, wax and charcoal. • I can explore mark making to start to build mark-making vocabulary e.g. shape, colour, pattern. • I can undertake projects which explore observational drawing and drawing from imagination e.g. draw pictures of the natural world, including animals, plants and seasonal change. • I can visit galleries and museums to generate inspiration and conversation about art and artists.
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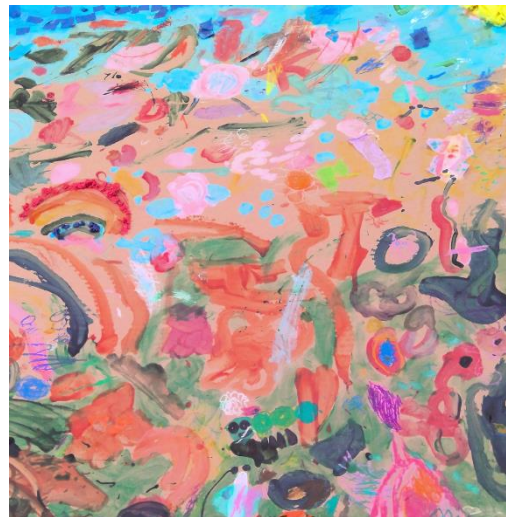
<p>Painting in the Nursery</p>	<p>Expressive Arts and Design: Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc Explore colour and colour mixing.</p>	<ul style="list-style-type: none"> • I can use a range of materials and tools and learn how to use them with care and precision e.g. brushes, sponges, cotton buds. • I can notice features in the natural world. • I can define colours, shapes, texture and smells in my own words. I can respond to what I see. • I can explore working on different surfaces on a large scale e.g. roll of wallpaper, child size boxes, easel, tabletop, paving • I can say what I want to create e.g. people, animals. • I can listen and get ideas from others (e.g. visiting artists, musicians and craftspeople) • I can explore, experiment and talk about what happens when I mix colours together. • I can talk about the work of artists from across times and cultures and notice where features of artists' work overlap with my own work e.g. in details, colour, movement or line.
<p>Painting in Reception</p>	<p>Expressive Arts and Design: Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<ul style="list-style-type: none"> • I can develop my colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate. • I enjoy discovering the interplay between materials e.g. wax and watercolour. • I can notice features in the natural world and define colours, shapes, texture and smells in my own words. • I can talk about what they see using increasing vocabulary. • I can use a range of materials and tools and learn how to use them with care and precision. • I can work on different scales e.g. big and small. • I can notice features in the natural world. • I can define colours, shapes, texture and smells in my own words. I can respond to what I see. • I can work independently and with others in a group. • I can visit galleries and museums to generate inspiration and conversation about art and artists.
<p>Collage in the Nursery</p>	<p>Expressive Arts and Design: Join different materials and explore different textures.</p>	<ul style="list-style-type: none"> • I can layer tissue paper on top of each other and describe what happens in my own words. • I can use a variety of techniques to construct using different materials e.g. glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners • I can make simple masks and puppets. • I can talk about colours I want to use and give a reason why e.g. colours to camouflage.

Collage in Reception	<p>Expressive Arts and Design: Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<ul style="list-style-type: none"> • I can enjoy discovering the interplay between materials e.g. wax and watercolour. • I can use basic tools to help deconstruct (scissors) and then construct (glue sticks) using recycled, natural and manmade materials. • I can begin to use scissors and glue to cut and stick using a variety of man-made, natural and recycled materials. • I can use a glue spreader for PVA glue with increasing control. • I can begin to use different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. • I can think about and discuss what I want to make and share problems and how they might be solved as they arise. • I can reflect on my work and talk about how I achieved my aim. • I can visit galleries and museums to generate inspiration and conversation about art and artists.
Printing in the Nursery	<p>Expressive Arts and Design: Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<ul style="list-style-type: none"> • I can print with different types of food e.g. vegetables and fruit. • I can make rubbings e.g. bricks, tree bark. • I can print using my hands, fingers and my feet.
Printing in Reception	<p>Expressive Arts and Design: Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<ul style="list-style-type: none"> • I can explore simple block printmaking e.g. using plasticine, natural materials, manmade materials or junk modelling materials • I can recognise patterns in the environment and create a repeated pattern. • I can make rubbings e.g.. bricks, tree bark. • I can visit galleries and museums to generate inspiration and conversation about art and artists.
Textiles in the Nursery	<p>Expressive Arts and Design: Explore different materials freely, in order to develop their ideas</p>	<ul style="list-style-type: none"> • I can explore weaving on a large scale e.g. fabric/paper in and out of the fence. • I can talk about colours that I want to use e.g. hot/cold colours.

	<p>about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	
<p>Textiles in Reception</p>	<p>Expressive Arts and Design: Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<ul style="list-style-type: none"> • I can explore textile materials through 3D sculpture /weaving e.g. plastic netting, fence art • I can visit galleries and museums to generate inspiration and conversation about art and artists.
<p>3D Sculpture and Clay in the Nursery</p>	<p>Expressive Arts and Design: Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<ul style="list-style-type: none"> • I can begin to use scissors and glue to cut and stick using a variety of man-made, natural and recycled materials. • I can use a glue spreader for PVA glue with increasing control. • I can begin to use different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. • I can construct with a range of materials. • I can say what I want to create and begin to talk through my ideas how to complete it. • I can manipulate play dough, salt dough and clay e.g. rolling, kneading, shaping. • I can select found objects to be used as tools to press into plasticine or clay to create texture.
<p>3D Sculpture and Clay in Reception</p>	<p>Expressive Arts and Design: Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas</p>	<ul style="list-style-type: none"> • I can explore textile materials through 3D sculpture /weaving e.g. plastic netting, fence art • I can construct with a range of materials. • I can manipulate play dough, salt dough and clay e.g. rolling, kneading, shaping to create simple pots and slabs.e.g. diva lamp to celebrate Divali, make a natural face. • I can select found objects to be used as tools to press into plasticine or clay to create texture. • I can visit galleries and museums to generate inspiration and conversation about art and artists.

	<p>and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	
<p>Digital Media in the Nursery</p>	<p>Expressive Arts and Design: Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</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>I can use a simple computer paint program to create a picture.</p>
<p>Digital Media in Reception</p>	<p>Expressive Arts and Design: Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas</p>	<ul style="list-style-type: none"> • I can record my voice over a picture. • I can create a simple digital collage. • I can move and resize images with my fingers or mouse. <ul style="list-style-type: none"> • I can use a simple computer paint program to create a picture.

and developing their ability to represent them.
Create collaboratively, sharing ideas, resources and skills.



DT	<u>Autumn term</u>		<u>Spring term</u>		<u>Summer term</u>	
<u>Reception</u>	What Makes Me Special?	Transport	Our Local Area	If You go Down to the Woods Today	Once Upon a Time	Our Wonderful World
	Talk about ideas and processes	Talk about ideas and process	Talk about ideas and process	Talk about ideas and process	Talk about ideas and process	Talk about ideas and process
	Follow instructions	Follow instructions	Follow instructions involving several ideas	Follow instructions involving several ideas	Follow instructions involving several ideas	Follow instructions involving several ideas
	Handle equipment and tools effectively	Talk about ways to keep safe – road safety	Handle equipment and tools effectively	Handle equipment and tools effectively	Handle equipment and tools effectively	Handle equipment and tools effectively
	Know the importance of a healthy diet	Be confident to try new activities	Be confident to try new activities	Know the importance of a healthy diet	Know the importance of a healthy diet	Know the importance of a healthy diet
	Talk about ways to keep healthy and safe	Use and explore a variety of materials, tools and techniques	Use and explore a variety of materials, tools and techniques	Talk about ways to keep healthy and safe	Talk about ways to keep healthy and safe	Talk about ways to keep healthy and safe
	Be confident to try new activities	Discuss their designs. Images and products		Be confident to try new activities	Be confident to try new activities	Be confident to try new activities
	Use and explore a variety of materials, tools and techniques	Represent their own ideas, thoughts and feelings		Use and explore a variety of materials, tools and techniques	Use and explore a variety of materials, tools and techniques	Use and explore a variety of materials, tools and techniques



MUSIC	Term	Topic / Theme	Sing-Up Units	Style of Music Covered	Other Suggestions	Key Vocabulary	Knowledge and Skills Coverage for Reception	Progressive Knowledge and Skills for Each Unit of Work
R	Autumn 1	WHAT MAKES ME SPECIAL?	I've Got a Grumpy Face Sing	Pop Film Classical / Russian Romantic Ballet	All pieces have been selected for the range of characters, moods, and emotions that they evoke. Pizzicato Polka (Johann Strauss), 'In the Hall of the Mountain King' from Peer Gynt by (Edvard Grieg)	Pitch: melody, stepping notes Structure: question-and-answer Tempo: beat, pulse Timbre: the names of instruments used, mood Other: record/recording, make up (improvise)	*Sing echo songs and perform movements to a steady beat. *Explore singing at different speeds and pitch to create moods and feelings. *Discover how to use the voice to create loud and soft sounds.	*Listen to the music and mark the beat with actions. *Sing with a sense of pitch across a small range of notes. *Play instruments and use voices to explore feelings and moods. *Compose new lyrics with corresponding actions.
			Witch, Witch Sing	Classical / French Romantic	Short ride in a fast machine (John Adams) 'Largo' from Symphony No. 9 From the New World – 2 nd Movement (Antonín Dvořák), 'Mars' from The Planets Suite (Gustav Holst) 'Dido's Lament' from Dido and Aeneas (Henry Purcell)	Pitch: high, low Structure: call-and-response, phrase Tempo: strong beat, pulse (the heartbeat of the music) Timbre: scratchy percussion, sounds, tone, tuned/untuned percussion, instrument names Texture: solo, together (unison), accompaniment	*Play instruments to a steady beat. *Understand how to hold and play an instrument with care. *Explore the different sounds instruments make. *Choose an instrument to create a specific sound. *Express feelings in music by responding to different moods in a musical score.	*Listen and pitch match a call-and-response song. *Sing using a range of voices to adopt different roles and characters. *Improvise and play a simple accompaniment using percussion instruments by working together.
	Autumn 2	TRANSPORT	Row, Row, Row Your Boat Sing	Traditional Song	Pieces on a watery theme: Debussy 'En bateau' from Petite Suite – imagery of rippling water. Saltwater (Original) by Chicane – strong pulse for pupils to move to	Duration: beat, pulse, rhythm Dynamics: loud, quiet Pitch: stepping and jumping notes (step and leap) Other: songwriting, improvise	*Listen to music and respond by using hand and whole body movements. *Listen to different sounds (animal noise, water etc.) and respond with voice and movement.	* Listen to the song and mark the pulse with rowing actions. * Sing a tune with 'stepping' and 'leaping' notes. * Make up new lyrics and improvise vocal sounds for different kinds of transport. * Play a steady beat on percussion instruments.
			The Sorcerer's Apprentice Listen	Classical / French Romantic		Duration: long/short Dynamics: loud/quiet Pitch: high/low Tempo: fast/slow Timbre: percussion instruments Other: storytelling, classical music, composer, orchestra, conductor, musical response, creativity	*Choose different instruments, including the voice, to create sound effects in play. *Investigate a variety of ways to create sound with different materials. *Experiment performing songs and music together with body movements to a steady beat.	* Identify and describe key features or extreme contrasts within a piece of music. * Begin to use musical terms (e.g. louder/quieter, faster/slower, higher/lower). * Explore storytelling through music and structure a class story based on the piece. * Respond to music in a range of ways and in different mediums (movement/mark making/improvisation)
	Spring 1	OUR LOCAL AREA	Up and Down Sing	Action Song Classical – 20 th Century; Russian Romantic	Use nature and the way that birds and bees fly as inspiration. The Lark Ascending by Ralph Vaughan Williams Flight of the Bumblebee by Nikolai Rimsky-Korsakov	Dynamics: louder, quieter Pitch: up, down, higher, lower, melody, interval, stepping notes, scale Tempo: pulse, beat, faster, slower Timbre: glockenspiel, chime bars, xylophone		*Listen to examples of music which demonstrate variations in pitch and use appropriate hand actions to mark these changes. *Sing a rising and falling melody tunelessly and accurately. *Compose / improvise new lyrics and accompanying hand actions. *Play simple up and down melodies on pitched instruments.
			Shake My Sillies Out Sing	Action Song Modern	Technology by Jim Casella	Duration: syncopation, rests Dynamics: louder, quieter Pitch: higher sounds, lower sounds Structure: verse and chorus Tempo: faster, getting faster, slower, getting slower Timbre: quality of sounds (e.g. squeaky, booming etc.)		*Listen to music and show the beat with actions *Sing an action song observing contrasting speeds to underline musical character *Play a rhythmic accompaniment on percussion instruments. *Compose/Improvise using a range of sounds within a story and create a percussion performance using instruments to represent different animal sounds.

Spring 2	WHAT HAPPENS IN THE SPRING?	Bird Spotting Cuckoo Polka Listen	Classical - Austrian Romantic; 20 th Century	The Blue Danube by Johann Strauss II The Lark Ascending by Ralph Vaughan Williams	Duration: beat Timbre: vocal play to explore sounds the voice can make, cuckoo whistle, orchestra Pitch: cuckoo interval, so-mi Structure: echo singing	<ul style="list-style-type: none"> *Explore the range and capabilities of voices through vocal play. *Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music. (so-mi) *Improvise: develop a sense of beat by performing actions to music *Improvise: enjoy moving freely and expressively to music. *Listen to a piece of classical music and respond through dance
		Five Fine Bumble Bees Sing	Classical - 20 th Century	Ralph Vaughan Williams' 'Overture' for The Wasps. KEY TEXT Mad About Mini beasts by Giles Andreas and David Wojtowycz	Duration: dotted rhythms, rest Dynamics: loud, quiet, louder, quieter Pitch: stepping notes, jumping notes Tempo: fast, slow, faster, slower Timbre: quality of voice (e.g. squeaky, jerky, swishy) Other: soundscape	
Summer 1	ONCE UPON A TIME	Slap Clap Clap Sing	Action Song Folk Musical	'Once Upon a Dream' from Disney's Sleeping Beauty Mull of Kintyre performed by Paul McCartney & Wings My Favourite Things' from The Sound of Music	Duration: dotted rhythm Tempo: Waltz time (3/4 time)	<ul style="list-style-type: none"> *Listen to and conduct music in 3/4 time. *Sing a melody in 3/4 time and perform the actions *Play a range of percussion instruments to the 'action words' *Compose a three-beat body percussion pattern and perform it to a steady beat *Perform a clapping game with a partner
		Bow, Bow, Bow Belinda Sing	Traditional North American	Shenandoah performed by Tom Roush Singing game In and out the Dusty Bluebells	Duration: dotted notes, rhythm Pitch: higher, lower Structure: phrase Tempo: steady beat Other: percussion instruments, tuned (with notes), untuned (without notes)	<ul style="list-style-type: none"> *Listen to examples of other folk songs from North America. *Sing a song while performing a sequence of dance steps *Compose/improvise and perform actions for new verses *Play a two-note accompaniment, marking the pulse on tuned or untuned percussion
Summer 2	OUR WONDERFUL WORLD	Down There Under the Sea Sing	Classical – Romantic; Impressionist Musical	Miroirs III – une barque sur l'océan by Maurice Ravel Aquarium' from Carnival of the animals by Camille Saint-Saëns. Swim down' from Finding Nemo by Thomas Newman. Under the sea' from The little mermaid Calm sea and prosperous voyage' by Felix Mendelssohn.	Dynamics: getting louder, getting quieter Pitch: stepping note, leap, notes C-D-E, higher, lower Structure: call-and-response Tempo: getting slower/faster Timbre: shaker, scraper, chime tree, chime bars, glockenspiel, xylophone, ocean drum, rain stick, etc.	<ul style="list-style-type: none"> *Listen to a range of sea-related pieces of music and respond with movement *Sing a song using a call-and-response structure. *Play a call-and-response phrase comprising a short, stepping note motif, and sea effects on percussion instruments. *Compose/improvise new lyrics to a song and add movement and props.
		It's Oh So Quiet Listen				<ul style="list-style-type: none"> *Listen: develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles. *Play different instruments with control. *Improvise music with different instruments, following a conductor. *Compose by developing a narrative with a soundtrack, using dynamics for dramatic effect



UNDERSTANDING THE WORLD

How do we prepare our children to be effective scientists, historians and geographers?

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. (Statutory framework for the early years foundation stage – March 2021)

This will be completed through questioning, observation from real life and using prior knowledge and experience.

Specific scientific skills will be taught; planning an enquiry, predicting, measuring, recording, fair testing, presenting and communicating their results by forming conclusions.

Geographical skills will be taught; enquiry skills: questioning, selecting tools and processes, mapping skills including direction and compass skills, collecting and recording data and information, research, observing, investigating. Reflecting skills: analysing, interpreting, communicating and evaluating.

Historical skills will be taught; enquiry skills: asking questions, making predictions, exploring how to find answers, research and gathering of evidence, evaluating and justifying, communicating about their enquiry.

Historical skills	Reception
Ability to ask questions	Ask simple questions about artefacts, pictures and documents – who, what, where, about
Prediction	To give an opinion
Exploring how to find answers	Suggest some ideas of how they might answer the question
Research and gathering of evidence	Finding different sources of information to help them answer their question
Evaluating and justifying	Think about the evidence they've found out with supported discussion
Communicating about their enquiry	Share in a range of ways what they've found out about their question Talk and draw about aspects of the past
Chronological understanding	Understand the difference between the 'past' and 'now'
Interpretation of History	Understand simple comparisons between the past and present



Geography	<u>Autumn term</u>		<u>Spring term</u>		<u>Summer term</u>	
<u>Reception</u>	<p>What Makes Me Special?</p> <p>Knows some similarities and differences between religious and cultural communities in this country</p>	<p>Transport</p> <p>Understand some important processes and changes in the natural world around them, including seasons and changing states of matter</p>	<p>Our Local Area</p> <p>Talk about features of their own immediate environment (e.g. school, home, park etc)</p> <p>Draw/paint pictures to represent places in their own immediate environment</p> <p>Name different places they know</p> <p>Discuss places they have visited</p> <p>Answer questions 'What was it like there?'</p> <p>What did you see?'</p>	<p>If You go Down to the Woods Today</p> <p>Talk about features of their own immediate environment (e.g. school, home, park etc)</p> <p>Draw/paint pictures to represent places in their own immediate environment</p> <p>Understand some important processes and changes in the natural world around them, including seasons and changing states of matter</p>	<p>Once Upon a Time</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p>	<p>Our Wonderful World</p> <p>Explain some similarities and differences between life in this country and life in other countries</p> <p>Know similarities and differences between the natural world around them and contrasting environments</p> <p>Understand some important processes and changes in the natural world around them, including seasons and changing states of matter</p> <p>Name places around the world</p> <p>Talk about which places they know worldwide</p> <p>Suggest places they might like to visit worldwide and give reasons</p>



Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 1	All About Me	Celebrations Mr. Men	Dinosaurs Fantasy	Rosie's Walk Farm	Bears	The Seaside Transport
	Senses Seasons Families	Materials Seasons	Changes Living things Seasons	Animals and Plants Seasons Senses Food Chain	Habitats Seasons Senses	Seasons Plants Animals Materials Senses
Nursery 2	Animals	Celebrations	Space/ Exploration	People Who Help Us	Food Glorious Food	Under the Sea
	Senses Animals Natural world Families	Materials Seasons	Materials Senses Seasons	Animals, incl. humans	Senses Plants Animals	Seasons Plants Animals Materials Senses

Reception	What makes me special?	Transport	Our Local Area	What happens in Spring?	Once Upon a Time	Our Wonderful World
	Body parts Senses Animals Natural world Seasons	Seasons Environment Materials	Living things and their habitats Seasons	Animals Plants Change Seasons	Seasons Animals Materials	Living things and their habitats Seasons Animals Plants

Science



- Show curiosity about objects, events and people.
- Question why things happen.
- Ask 'how' and 'why' questions about their experiences and in response to stories or events.

- Represent their own ideas, thoughts and feelings.
- Develop their own narratives by connecting key ideas and events.

- Follow instructions involving several ideas or actions.
- Take a risk, engage in new experiences and learn by trial and improvement



- Make observations about animals and plants and explain why some things occur, and talk about changes.
- Know and talk about similarities and differences in the world around them.

- Find ways to solve problems.
- Using resources for activities.

- Make suggestions as to why things happen, with support.

- Select and use technology for particular purposes.
- Create simple representations of what is happening.