



# **St Mary's Cockerton CE Primary**

## **Early Years Curriculum for Nursery and Reception**

September 2025

This document has been written using the 'EYFS Statutory Framework' and the non-statutory documents 'Development Matters' and 'Birth to Five'

This document can be used in conjunction with the 'SMC Early Years Progression towards National Curriculum' document

## The Early Years at St. Mary's Cockerton CE Primary School

*'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'*

### Statutory framework for the early years foundation stage 2021

Early childhood is the foundation on which children build the rest of their lives. We greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

#### **It is our INTENT:**

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At our schools within the Dove Academy Trust, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Provide quality and consistency in teaching and learning using and valuing what each child can do and assessing their individual needs so that every child makes good progress from their starting point.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment;

- It acknowledges the importance of a full working partnership with parents and carers.

We will support our children to

- Be good communicators;
- Be good citizens through understanding and living our school values;
- Have firm foundations across all the statutory seven EYFS areas - which the rest of their schooling can then build upon;
- Read and write independently through the use of a well-planned, structured and expertly delivered phonics programme;
- Have a good grasp of numbers to 20 and an in-depth understanding of numbers to 10 through a 'maths mastery' approach.
- Be interested in the world around them – to be curious, ask questions and have the skills to find out the answers.
- Be creative – to enjoy and participate in 'The Arts'.
- Achieve the Early Learning Goals across all seven areas by the time they leave Reception.

Our curriculum design for the whole school is introduced to the children through our concept of being 'global explorers'. In EYFS the children are introduced to a character which encapsulates our Trust Christian values. By the time children have completed their primary school years at St. Marys Cockerton, they will have 'travelled the world' by learning about all of the continents, starting with Antarctica in EYFS through our topic 'Would you rather?'

## **Implementation**

We have a team of caring, skillful and experienced Early Years practitioners with high expectations of themselves and the children. We believe the adult role is vital in helping by collaborating and intervening in play, modelling effective language skills and moving learning forward. Continued professional development is key to ensuring our staff remain up-to-date with statutory requirements, research, new ideas and best practice for working within Early Years. Practitioners are very caring and supportive of one another, we work as one team across both schools within the Trust.

We know our children and families well. We take time to talk to families and previous settings before children join us and then spend time really getting to know our children and families so we know exactly where each child is at on their learning journey so we know how best to support them. We also believe strongly in involving the family in their child's learning. We encourage home-school support for reading and use homework that children complete as tasks with their family each week. We offer parent support meetings and are available to talk to families daily if needed. We also offer support beyond the academic learning for any family who needs this. We find out and know what it is like for our children growing up in the Cockerton area within the town of Darlington so we can support them fully.

We are committed to learning through play and for the ability of children to take managed risks through this play. We play inside and outside which enables us to develop the whole child, including physical and active skills.

We are child-centered.

Communication is at the heart of what we do – the adults have used a range of training to explore and understand communication and are excellent role models for the children through their interactions with both adults and children within the setting. Interactions are warm, caring and develop each child's individual skills and learning.

We teach our children a wide vocabulary and encourage children to use new words in context.

We have a curriculum in place with a progression of skills across all seven areas of learning within the EYFS. This curriculum is planned to meet our individual children's needs and informed by the non-statutory guidance 'Development Matters' and 'Birth to Five' and ensures we move children's learning forward across all areas whatever their individual needs may be. The curriculum is meaningful, interesting and allows for children's own interests and abilities to flourish. It is a skills based curriculum which can be taught through variety of adult directed or child initiated themes and interests. We use this curriculum to ensure our school values are taught and embedded.

We follow the 'Understanding Christianity' Diocesan resource to deliver our Religious Education. This planning has a question based, enquiry approach which continues throughout the rest of the school.

Teachers are knowledgeable about what they teach. We use a mix of whole class teaching, focus tasks, adult directed activities, child initiated play and free play activities. Teachers and Teaching Assistants are good at knowing when to use each pedagogical style to maximize the learning potential and to support whole class, group and individual needs.

We provide an exciting, nurturing, inclusive, interesting, inviting, well-resourced and enhanced environment both inside and outside that responds to both adult directed and child initiated learning. This provision is ambitious for all our children allowing them to build on their skills and knowledge as they progress through nursery and reception.

We have well-planned progressive whole class phonics, literacy and maths lessons. Adults are quick to address misconceptions and help children to practice key skills and improve. We use Read, Write Inc. to teach phonics, including an overhaul of reading books to ensure they follow the phonics teaching exactly. We use a 'maths mastery' approach and use White Rose maths, Numberblocks and our own researched ideas to deliver a daily maths session, very similar in approach to our phonics teaching.

We use well-planned interventions to support children of all abilities. We also support any medical, communication, social, behavioral or intimate care needs that are needed in a caring and compassionate manner. SEND needs are identified quickly and we work with our own SENDCO alongside several outside agencies to ensure we identify, address and support the needs of all children. We work in partnership with parents at all times and also offer support to families if needed throughout the SEND process and with ways they can support their child at home if needed.

We celebrate learning and progress through our class 'Learning Journey' displays, floor books and children's individual 'Learning Journeys' and books.

We aim to develop a 'love of reading' throughout the school and this begins in Early Years with teachers reading books daily to children, both fiction and non-fiction. We nurture a love of nursery rhymes, poems and songs and encourage children to learn a large number of rhymes by heart. Children also choose a book from the class library each week to take home to share with families. Daily story times are a vital part of the school day.

We enrich our curriculum with experiences, visitors and visits. Balance biking sessions, visiting theatre groups, magicians, discos, sports day, charity days, dentist, police, fire engine and nurse visits, trips to local areas/attractions.

We use mindfulness and techniques to help children learn about not only their physical health but also their mental health.

We believe in diversity and inclusion. We include people of all ethnicities, colour, faiths and sexual orientations in the stories we read, images in our settings, play resources and discussions we have with the children. We see, recognise and celebrate differences and encourage the children to do the same. We do this with meaningful, non-stereotypical real life examples and from a position of informed understanding through training and research.

We place high value on transition between nursery and Reception and then from Reception into Year 1.

## CURRICULUM OVERVIEW

ALL OF THE FOLLOWING IS OUR CURRICULUM PLAN - CARE NEEDS TO BE TAKEN TO PLAN ACCORDING TO THE COHORT AND NEEDS OF THE CHILDREN IN EACH CLASS. CHILDREN'S OWN INTERESTS AND LINES OF ENQUIRY SHOULD ALSO BE GIVEN IMPROTANCE WHEN PLANNING FOR LEARNING OPPORTUNITIES. THE STATUTORY 'EDUCATIONAL PROGRAMMES' ARE THE BASIS FOR OUR CURRICULUM. PLANNING AND ASSESSMENT CAN ALSO BE SUPPORTED BY 'DEVELOPMENT MATTERS' AND 'BIRTH TO FIVE' NON-STATUTORY DOCUMENTS.

### Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main Theme</b>	<b>What makes me special and how do we celebrate?</b>  In this topic, children explore who they are, what makes them unique, and how people and communities celebrate special times of the year. Through learning about the changing seasons of autumn and winter, children observe the natural world and how it changes. They also discover a range of cultural and religious festivals, including Remembrance Day, Diwali, and Christmas, developing respect and curiosity for different traditions and ways of life.		<b>What is the world telling me?</b>  Encourages exploration of seasons (winter/spring), traditional tales from different cultures, and real-life heroes in the community.		<b>Isn't it Amazing?</b>  This topic explores the wonders of nature both on land and under the sea. Children learn how plants grow and what they need to thrive, discover fascinating sea creatures and their habitats, and begin to understand the importance of looking after our oceans and environment.	
<b>The Big Questions</b>  (Split evenly over term if uneven weeks)	What makes me special?  Why are the leaves falling?	What festivals do people celebrate in Autumn/Winter?	How are nursery rhymes like real life?  Traditional tales  What is it like in winter?	Who is a real life superhero?  How can I stay safe?  What is it like in spring?	How do things change as they grow?	What lives in the sea?  Why do we need to look after 'Our World'?  What is it like in summer?
<b>Potential ideas, mini themes</b> (These may be changed or adapted depending on cohort and children's interests.)	Starting nursery/new beginnings Rules and routines All about me, families, homes What is like in Cockerton? What can you do in Darlington? Who helps us? Feelings and emotions Celebrations, parties Halloween, Bonfire Night, Remembrance Day Harvest, Diwali, Hannukah Advent, Christmas Seasonal changes – Autumn/Winter		<b>Nursery rhymes- how are they like real life? E.g.</b> Incy wincy – rain Baa Baa – Animals/ role of farmers Hickory dickory – Concept of time/ daily routines Humpty dumpty – staying safe/ people who can help us Hey diddle diddle – day/ night/moon/space Traditional Tales Castles – Fairy Tales Easter Seasonal changes – Winter/Spring		How do we grow and change Plants and flowers Food Human body, senses Keeping fit and healthy eating Life cycles – chicks What lives under the sea? How can we keep our oceans clean and safe? Seasonal changes – Spring/Summer	
<b>Key Learning</b>	<b>All About Me</b> Recognise their name and belongings		<b>Which Season?</b>		<b>Plants</b> Plants grow from seeds or bulbs.	

	<p>Talk about themselves and their likes and dislikes          Know that Families are all different.          Talk about what makes them happy or sad.          Name body parts          Learn about healthy habits -e.g. why it is important to wash hands, eat healthy and exercise          Know they live in Cockerton which is part of Darlington          Know who helps us – 999 services, doctors, dentists etc          Know what we can do in Darlington – amenities etc</p> <p><b>Celebrations</b>          Different people celebrate different things and have different traditions.          People celebrate their birthday to remember the day they were born.          Harvest is a time to say thank you for what we have.          Bonfire Night is on the 5th November.          People celebrate with bonfires and fireworks.          Remembrance Day is on the 11th November. We remember all the people who have died in wars. There is a time of silence at 11am.          Diwali is the Hindu festival of light and Hannukah is the Jewish festival of light.          Christmas          Advent is a time of preparation for Christmas.          Christmas takes place on the 25th December and is a Christian Festival celebrating the birth of Jesus.          A Nativity play tells the story of Jesus' birth.</p>	<p>The seasons are Autumn, Winter, Spring and Summer.          In Autumn some leaves change colour and start to fall off the trees.          Not much grows in Winter. It is cold and can be snowy and icy.          In Spring it starts to get warmer and things start to grow again.          In Summer it can be hot and lots of things grow.</p> <p><b>Nursery Rhymes how are they like real life?</b>          Incy wincy – weather and nature – learn about rain and how it affects animals and people.          Baa Baa black sheep – learning about farming. Where does wool come from? What do farmers do and how does their role affect the community?          Hickory Dickory Dock – Learn about the concepts of time and daily routines          Humpty dumpty – staying safe          Who can help us when we get hurt          Hey Diddle Diddle - Explore the moon/ space/ night and day</p> <p><b>Traditional tales</b>          To listen and respond to traditional tales and fairy stories.          Listen to traditional tales from different culture.          Traditional Tales have good and bad characters. We have lots of people who are good and try and help us.          Real life super heroes – Drs/ nurses/ police/ firemen/ Lolli pop lady</p>	<p>Plants have roots, stems/stalks, leaves and flowers.          Plants need light, warmth, water and food to grow.</p> <p><b>Humans</b>          Humans need food, water, oxygen and shelter to survive.          It is important to stay healthy by eating a balanced diet, exercising, drinking enough water, getting enough sleep, following good hygiene.          We have five senses - taste, touch, sight, hearing, smell.</p> <p><b>Animals</b>          Baby animals are sometimes known by different names to the adult.          Some baby animals do not look like the adult.          Spiders have 8 legs. Insects have 6 legs and three body sections – head, thorax and abdomen.          Lifecycles – focusing on chicks</p> <p><b>Sea Creatures</b>          Fish, crabs, starfish, jellyfish, dolphins, whales, turtles and octopuses live under the sea (as well as many other sea creatures)          Sea creatures move by swimming floating and some crawl.          Sea creatures live in coral reefs, rock pools, deep sea and in sandy sea beds.</p> <p><b>Our World</b>          We have a responsibility to look after our world and our sea.          It is important to keep the sea clean and free of rubbish as it protects the animals.          People use the sea to swim, fish sail and dive.          Lifeguards have an important job to keep people safe near the sea.</p>
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<b>Visits/Visitors</b>	Autumn Walk around school  Wheel Education – balance bikes  Dentist – Oral health	Police/Ambulance/Fire  Father Damon & Mother Jess (St Mary's)	World book day – Imagine Me  Farm in the box day	School Trip to a farm  Spring Walk around school	Chicks	Summer walk around school  Possible school trip to The Aquarium and Beach
<b>Links with Parents</b>	Transition Meeting. Transition visit MacMillan Coffee	Parents Evening/ Stay and Play Christmas Concerts Christmas Fayre Parent courses	Parent Courses	Parents Evening Parent Courses	Parent Courses	Class Assemblies Written Report Summer Fayre

<b>Themed Days / Weeks</b>	Black History Month (Oct)	Halloween Bonfire Night Diwali Remembrance Day Children in Need Christmas	Lunar New Year Pancake Day Comic Relief Valentine's Day	World Book Day Women's History Month (March) British Science Week Mother's Day Earth Day Sports Relief Easter	Ramadan/Eid Mental Health Awareness Week Queen's Platinum Jubilee Pride Month (June)	Class Assemblies Father's Day Sports Day Transition
<b>RSHE</b>	<p>During the academic year, the children in nursery will learn:</p> <p>Responsible roles e.g. line-leader, class helper, helper for snacks, care for toys and learning environment, responsibility for own belongings</p> <p>Learning to follow class rules and understand the reasons for them,</p> <p>Turn-taking games and sharing resources</p> <p>Calm areas and sensory activities (opportunities to regulate emotions),</p> <p>Carpet time activities to support RSHE e.g. kind friend/unkind sorting activities, books (e.g. Worrysaurus, Colour Monster, Fill a Bucket)</p> <p>Independence: promoting independence in self-care, toileting, healthy choices, looking after teeth, exercising and healthy eating</p> <p>Vocabulary of emotions and begin to articulate feelings,</p> <p>Care for our environment and our growing garden of plants and minibeasts</p> <p>Developing ways to solve conflicts and rivalries</p> <p>NSPCC Pants</p>					
<b>Christian Values</b>	Year A - Compassion	Forgiveness		Hope		
	Year B - Thankfulness	Wisdom		Trust		
<b>Global Neighbours</b>	In the summer term Nursery children will share a video with parents and carers on Class Dojo/ FB to reflect on their learning with a focus on active global citizenship.					

## Key Picture Books – main books for reading areas and reading aloud

Nursery will have copies of the familiar stories alongside the new nursery set of key books

### Nursery key texts/ stories to share:

- Guess How Much I love you
- Can't you sleep little bear?
- The Very Helpful Hedgehog
- Twinkle Twinkle Little star and other nursery rhymes
- Each peach, pear plum
- The Tiny Seed
- Titch
- Real Superheroes
- Open Wide!
- Sharing a shell
- Rainbow Fish
- Traditional Tales
- How many legs?
- Olivers Vegetables
- Jims Beanstalk
- My Dad
- Arlo The Lion Who Couldn't Sleep
- Commotion In The Ocean
- Red Lorry, Yellow Lorry (Busy Vehicles!)
- Let's Build a House: a book about buildings and materials (Wonderwise)
- Mixed: An Inspiring Story About ColourMixed
- Cook It! (Helping Hands)
- Dig Dig Digging (Awesome Engines) by Margaret Mayo
- What the Ladybird Heard at the Seaside: by Julia Donaldson
- Shapes on the Seashore: (Collins Big Cat)
- Bright Stanley and the Cave MonsterBright Stanley and the Cave Monster by Matt Buckingham
- Little Boat Little Boat by Thomas Docherty
- Dougal's Deep-sea Diary by Simon Bartram
- Splash, Anna Hibiscus!Splash, Anna Hibiscus!
- Don't Put Your Finger in the Jelly, Nelly: by Nick Sharratt
- Oliver's Fruit Salad by Vivian French
- RHS How Does a Frog Grow? (Life Cycle Board Books)by DK
- How to Count to ONE: (And don't even THINK about bigger numbers!):by Caspar Salmon
- One to Ten and Back Again by Nick Sharratt

- Bears Love Squares by Caryl Hart
- How Many Legs? by Kes Gray
- The Mixed-up Chameleon by Eric Carle
- Ish by Peter H. Reynolds
- The Pencil by Allan Ahlberg
- Castles: A non-fiction book packed full of information about castles. (Collins Big Cat) by Maggie Freeman
- Home by Carson Ellis
- Bumpus Jumpus Dinosaurumpus by Tony Mitton
- The Cow Who Climbed a Tree by Gemma Merino
- The Dot by Peter H. Reynolds by Peter H. Reynolds
- Iggy Peck, Architect (The Questioners): by Andrea Beaty
- I'm Building a Rocket: Band 04/Blue (Collins Big Cat) by Kenn Nesbitt
- An Engineer Like Me by Dr Shini Somara
- Motors & gears (Making Things Work) by Alex Brinded
- Levers & Pulleys (Making Things Work)
- Rosie Revere, Engineer: 1 (Questioners)
- Knuffle Bunny
- Super Daisy by Kes Gray
- A New Home for a Pirate by Ronda Armitage
- My Mum by Anthony Browne
- The Great Big Book of Families by Mary Hoffman

## Rhymes and Poems

"Nursery rhymes are tiny tales that teach big ideas."  
 — *Unknown or Anonymous*

In nursery children will learn nursery rhymes from their very first day. Nursery rhymes are joyful, memorable first poems that help children develop language, rhythm, and imagination. They spark curiosity and lay the foundation for storytelling and learning.

Autumn	Spring	Summer
Twinkl Twinkle Baa Baa Black sheep Humpty Dumpty Hickory Dickory Dock The Grand Olde Duke of York	Row, Row, Row Your Boat Old MacDonald Had a Farm The Wheels on the Bus Five Little Ducks Mary Had a Little Lamb Incy Wincy Spider	London Bridge is Falling Down Hey Diddle Diddle This Little Piggy Ring a Ring o' Roses Jack and Jill

### Poetry Basket 60 Rhymes and Poems around themes (1 per week)

Autumn	Spring	Summer
<b>Poems from:</b> 'All about me' 'Weather and natural world' 'Down on the Farm' 'emotions'	<b>Poems from:</b> 'Weather and natural world' 'Space' 'Superheroes'	<b>Poems from:</b> 'The Seaside' 'Weather and natural world'

Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	RWI Nursery Phonics I can join in with stories, rhymes and songs. I know how to mark make through gross motor movements.	RWI Nursery Phonics I know how to use story telling in my play. I know how to sequence and retell stories. I know print has a purpose.	RWI Nursery Phonics I know how to air write letters that I have been taught. I know how to use fine motor skills.	RWI Nursery Phonics I know how to use story vocabulary in play. I know some of the letters of my name and familiar others e.g. m for mum. I know how to use my fine motor skills to mark make.	RWI Nursery Phonics – strong focus on segmenting and blending orally, I know the initial sound in some words. I know some words which rhyme. I know how to use new acquired vocabulary. I know how to use emergent writing in my play. I know how to write and form some letters from my name.	RWI Nursery Phonics – strong focus on segmenting and blending orally, I can attempt to orally blend CVC words. I know some words which rhyme. I know how to sequence/retell events and stories. I know how to use emergent writing in my play. I know how to and attempt to write my name
<b>Nursery End of year goals</b>	<b>Letter Formation</b> <ul style="list-style-type: none"> <li>I can write some letters with good formation e.g. the letters from my name.</li> </ul> <b>Spelling</b> <ul style="list-style-type: none"> <li>I can orally segment single sound CVC words e.g. c-a-t</li> <li>I can say the initial sounds in most words.</li> </ul> <b>Composition</b> <ul style="list-style-type: none"> <li>I apply print knowledge to my emergent writing.</li> <li>I can write my own name</li> </ul>					

Expressive Arts and Design	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	I know how to explore the use of colour and design.	I know how to invent and adapt stories through their role play and small world play.	I know how to use props and materials in the role play area to re-create well known stories.	I know how to create my own designs and select materials.	I know how to perform and create poems, songs and stories and play instruments.	I know how to use of a range of tools.
	I know how to explore tools and their uses.	I know and sing entire songs.	I know and perform songs and stories and pitch match songs.	I know how to adapt designs.	I know how to invent and adapt stories through their role play and small world play.	I know my personal preferences for design.
	I know colours have names.	I know colours can be mixed to create other colours.	I know how to draw with accuracy.	I know how to join materials together	I know how to use the textures of materials in my designs.	I know why I have used selected materials and tools in my designs.
			I know tools have a purpose and I select them carefully			I know how to use pencil and tool control to create complex and detailed picture.
<b>Nursery End of year goals</b>	<b>Nursery Goals Creating with Materials</b> <ul style="list-style-type: none"> <li>I can use a range of art materials, joining and colour mixing purposefully and freely</li> </ul> <b>Music</b> <ul style="list-style-type: none"> <li>I can sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm</li> </ul> <b>Being Imaginative and Expressive</b> <ul style="list-style-type: none"> <li>I can start to develop my own stories linked to what I know through role &amp; small world play</li> </ul>					

Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	I know how to subitise up to 2.	I know how to experiment with symbols and marks.	I know how to make comparisons between objects related to size, height and length.	I know how to use patterns- use patterned story.	I know how to count, order, recognise and use numbers to 5.	I know how to solve real world problems.
	I know numbers past 5.	I know numerals and amounts to 3.	I know compare capacity.	I know how to create and extend ABAB patterns.	I know how to subitise up to 3 objects (recognise up to 3 objects quickly without counting).	I know the language or more and fewer.
	I know how to make comparisons between objects- size, length, weight and capacity.	I know how to count to 3.	I know how to make comparisons between quantities.	I know how to combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc.	I know how to make comparisons between objects- 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)	I know how to experiment with own symbols and marks.
	I know how to use shapes for building thinking about their properties e.g. flat sides for stacking.	I know how to use shapes for building thinking about the properties of shapes e.g. flat sides for stacking.	I know to say one number name for each item.			I know how to identify, explain, continue and create patterns.
	I know how to spot patterns and talk about them e.g. stripes on a scarf.	I know how to describe familiar routes.	I know you can see 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it	I know 'finger' numbers to 5.		I know how to sequence events using time language e.g. first, next, then.
		I know how to discuss routes and locations positional language				
<b>Nursery End of year goals</b>	<b>Numbers to Five</b> <ul style="list-style-type: none"> <li>I can count, order, recognise and use numbers to 5</li> </ul> <b>Subitise</b> <ul style="list-style-type: none"> <li>I can subitise up to 3 objects (recognise up to 3 objects quickly without counting)</li> </ul> <b>Comparing</b> <ul style="list-style-type: none"> <li>I can compare quantities using the vocabulary of greater, less, more, fewer and the same</li> </ul>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Personal, Social and Emotional development</b>	I know nurserys rules and responsibilities.  I know about healthy lifestyles (inc teeth, food, exercise)	I know how to be a good friend.  I know how to work with a peer and build play.  I know how to contribute to a sense of community	I know how to use my independence.  I know how to select and use resources.  I know how to show more confidence in new social situations.	I know the names of feelings.  I know how to manage my personal hygiene in terms of hand washing, toileting etc.	I know how others are feeling.  I know how to follow rules.	I know how to maintain relationships and friendships. I know ways to solve conflicts and rivalries.
<b>Nursery End of year goals</b>	<b>Self-Regulation</b> <ul style="list-style-type: none"> <li>Starting to identify feelings and follow rules</li> </ul> <b>Building Relationships</b> <ul style="list-style-type: none"> <li>Form positive relationships with adults and peers through cooperation</li> </ul> <b>Managing Self</b> Handling new social experiences					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Communication And language</b>	I know how to use talk with familiar adults and peers creating sentences in my play.  I know how to follow instructions.  I know how to answer questions (what, who, where, when)	I know how to use short sentences to explain.  I know how to listen to stories and songs with interest and engagement.  I know how to use a wide range of words appropriately and in context	I know how to join in with familiar stories and rhymes.  I know how to use different vocabulary including scientific and linked to stories.  I know how to show understanding of 'why' questions.	I know how to respond appropriately when questioned.  I know how to pose my own simple questions to find out more.  I know how to use developed vocabulary.  I know how to join in and recall stories with repetition	I know how to take turns to speak in a conversation.  I know how to explore the use of conjunctions to connect ideas.  I know how to use language to explain, retell, describe.	I know how to respond to a range of question types particularly link to 'why' questions.  I know how to express a point of view.  I know how to develop a wide range of vocabulary- scientific and descriptive
<b>Nursery End of year goals</b>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Explain, describe, recount and retell using recently introduced vocabulary</li> <li>Use a sentence of 4-6 words</li> <li>Use connectives to link words and sentences e.g. and, because, or</li> </ul> <b>Listening, Attention and Understanding</b> <ul style="list-style-type: none"> <li>Listen attentively to stories, songs and rhymes and respond by joining in</li> <li>Understand and respond to two and three part instructions and why questions</li> </ul> Start a conversation and take it in turns to speak					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<b>Physical Development</b>		I know how to use fundamental movement skills e.g. run, jump and hop  I know how to use my core muscle strength to achieve good posture (start to develop handwriting posture)	I know my dominant hand and can use it for pencil control	I know how to negotiate space and obstacles safely.  I know how to use different movement styles to match situations e.g. crawling through tunnels etc.  I know how to use a range of tools effectively including pencils and scissors.	I know how to use strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc.	I know how to use different ways of moving. I know how to make large scale movements and balance.  I know how to use one handed tools and equipment.	I know how to use a range of small tools effectively -drawing with accuracy.  I know the skills needed to get through the school day e.g. lining up.  I know how to use a comfortable pencil grip.
<b>Nursery End of year goals</b>	<p><b>Nursery Goals Healthy Living and Hygiene</b></p> <ul style="list-style-type: none"> <li>• I can use the toilet ind. (inc. hygiene) and am usually dry throughout the day</li> <li>• I can make healthy choices</li> </ul> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• I can balance (balance bikes, scooters, climbing)</li> <li>• I can skip, hop and stand on one leg</li> <li>• I can use large scale muscle movements</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• I can use one handed tools confidently</li> </ul> <p>I can use a comfortable grip with good control when using pencils</p>						

<b>Understanding the world</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Nursery End of year goals</b>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• I can talk about some of my own and my family's history (grandparents, parents, etc.)</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• I can talk about the differences I have seen in people, countries and communities</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• I can talk about the key features of life cycles using key vocabulary</li> </ul> <p>I can talk about the world around us observing animals and plants</p>					

<p><b>Key Learning</b></p>	<p><b>All About Me</b>  <b>Recognise their name and belongings</b>  Talk about themselves and their likes and dislikes  Know that Families are all different.  Talk about what makes them happy or sad.  Name body parts  Learn about healthy habits -e.g. why it is important to wash hands, eat healthy and exercise  Know they live in Cockerton which is part of Darlington  Know who helps us – 999 services, doctors, dentists etc  Know what we can do in Darlington – amenities etc</p> <p><b>Celebrations</b>  Different people celebrate different things and have different traditions.  People celebrate their birthday to remember the day they were born.  Harvest is a time to say thank you for what we have.  Bonfire Night is on the 5th November. People celebrate with bonfires and fireworks.  Remembrance Day is on the 11th November. We remember all the people who have died in wars. There is a time of silence at 11am.  Diwali is the Hindu festival of light and Hannukah is the Jewish festival of light.  Christmas  Advent is a time of preparation for Christmas.  Christmas takes place on the 25th December and is a Christian Festival celebrating the birth of Jesus.  A Nativity play tells the story of Jesus' birth.</p>	<p><b>Which Season?</b>  The seasons are Autumn, Winter, Spring and Summer.  In Autumn some leaves change colour and start to fall off the trees. Not much grows in Winter. It is cold and can be snowy and icy.  In Spring it starts to get warmer and things start to grow again.  In Summer it can be hot and lots of things grow.</p> <p><b>Nursery Rhymes how are they like real life?</b>  Incy wincy – weather and nature – learn about rain and how it affects animals and people.  Baa Baa black sheep – learning about farming and lambs. Where does wool come from? What do farmers do and how does their role affect the community?  Hickory Dickory Dock – Learn about the concepts of time and daily routines  Humpty dumpty – staying safe  Who can help us when we get hurt  Hey Diddle Diddle - Explore the moon/ space/ night and day</p> <p><b>Traditional tales</b>  To listen and respond to traditional tales and fairy stories.  Listen to traditional tales from different culture.  Traditional Tales have good and bad characters. We have lots of people who are good and try and help us.  Real life super heroes – Drs/ nurses/ police/ firemen/ Lolli pop lady</p>	<p><b>Plants</b>  Plants grow from seeds or bulbs.  Plants have roots, stems/stalks, leaves and flowers.  Plants need light, warmth, water and food to grow.</p> <p><b>Humans</b>  Humans need food, water, oxygen and shelter to survive.  It is important to stay healthy by eating a balanced diet, exercising, drinking enough water, getting enough sleep, following good hygiene.  We have five senses - taste, touch, sight, hearing, smell.</p> <p><b>Animals</b>  Baby animals are sometimes known by different names to the adult.  Some baby animals do not look like the adult.  Spiders have 8 legs. Insects have 6 legs and three body sections – head, thorax and abdomen.  Lifecycles – focusing on chicks</p> <p><b>Sea Creatures</b>  Fish, crabs, starfish, jellyfish, dolphins, whales, turtles and octopuses live under the sea (as well as many other sea creatures)  Sea creatures move by swimming floating and some crawl.  Sea creatures live in coral reefs, rock pools, deep sea and in sandy sea beds.</p> <p><b>Our World</b>  We have a responsibility to look after our world and our sea.  It is important to keep the sea clean and free of rubbish as it protects the animals.  People use the sea to swim, fish sail and dive.  Lifeguards have an important job to keep people safe near the sea.</p>
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## Communication and Language

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main theme</b>	<b>What makes me special and how do we celebrate?</b>		<b>What is the world telling me?</b>		<b>Isn't it Amazing?</b>	
<b>Big Questions</b>	What makes me special?  Why are the leaves falling?	What festivals do people celebrate in Autumn/Winter?	How are nursery rhymes like real life? Traditional tales What is it like in winter?	Who is a real life superhero? How can I stay safe? What is it like in spring?	How do things change as they grow?	What lives in the sea? Why do we need to look after 'Our World'? What is it like in summer?
<b>Educational Programme</b>	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
<b>Age 3-4</b>	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Pay attention to more than one thing at a time, which can be difficult.</li> <li>• Use a wider range of vocabulary.</li> <li>• Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>• Develop their pronunciation but may have problems saying:- some sounds: r, j, th, ch, and sh- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</li> <li>• Use longer sentences of four to six words.</li> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>					
<b>Early Learning Goals to reach by the end of reception</b>	<p><b>Listening, Attention and Understanding</b> Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Speaking</b> Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					

<b>Term Specific Provision</b>	<p>Talking about themselves and families Vocabulary around themselves and families Discuss what makes them happy and sad Follow simple instruction games such as naming a body part that the teacher points.</p> <p>Listen to visitors when they talk about how they help people. Begin to ask a what, who where or when question.</p> <p>Play projects – Tak with familiar adults and peers creating sentences in play.</p> <p>I know nursery rules and responsibilities.</p> <p>I know about healthy lifestyles (inc teeth, food, exercise)</p>	<p>Talk about special days and festivals Vocabulary from different festivals</p> <p>Use short sentences to explain where they live and what they see in their local area.</p> <p>Listen to stories that discuss special days and festivals. Show interest and engagement through asking/answering questions.</p> <p>Use a wide range of words appropriately and in context relating to different festivals that people celebrate</p>	<p>Play Projects (engage in conversation about what they are doing)</p> <p>I respond appropriately when questioned and try my best to speak in sentences.</p> <p>I can ask a question that starts with what or where.</p> <p>Use developed vocabulary about the seasons.</p> <p>Listen to traditional tales with interest and know how to join in with repeated refrains and recall stories</p>	<p>Listening and telling Traditional Tales</p> <p>Sing familiar nursery rhymes</p> <p>Play Projects (engage in conversation about what they are doing)</p> <p>Join in with circle time.</p> <p>I know how to take turns to speak in a conversation about something that is of interest to me.</p> <p>I use conjunctions like 'and' 'but' or 'so' to extend my sentences when talking about how to keep safe</p> <p>I use language to explain, retell and describe</p>	<p>I know how to take turns to speak in a conversation when discussing what they liked about growing plants in nursery.</p> <p>I use conjunctions in my sentences when speaking about how chicks change as they grow.</p> <p>I know how to use language to explain, retell, describe.</p> <p>I use challenging new vocabulary around growth, plants and food.</p>	<p>Asking questions and finding out about minibeasts – facts / fiction</p> <p>I know how to respond to a range of question types particularly link to 'why' questions when considering how to keep our sea creatures safe.</p> <p>I know how to express a point of view. I can talk about my favourite sea creature and explain why,</p> <p>I use scientific and descriptive language when describing animals/ sea creatures/ humans/ plants</p>
<b>Ongoing Provision Throughout Year</b>	<p>Interactions</p>	<p>Interactions with peers and adults. Adults modelling and supporting.</p>				
	<p>Talk Partners</p>	<p>Talk to the person sitting next to you during carpet time answering questions or discussing ideas/themes, share your ideas/thoughts and listen to and consider their ideas/thoughts</p>				
	<p>Circle Time</p>	<p>Listen attentively to others, speak clearly to explain ideas, thoughts and feelings</p>				
	<p>Continuous Provision</p>	<p>Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own</p>				
	<p>Story/song time Poetry Basket</p>	<p>Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs Listening to and learning rhymes on a weekly basis.</p>				

# Personal, Social and Emotional Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main theme</b>	<b>What makes me special and how do we celebrate?</b>		<b>What is the world telling me?</b>		<b>Isn't it Amazing?</b>	
<b>Big Questions</b>	What makes me special?  Why are the leaves falling?	What festivals do people celebrate in Autumn/Winter?	How are nursery rhymes like real life?  Traditional tales  What is it like in winter?	Who is a real life superhero?  How can I stay safe?  What is it like in spring?	How do things change as they grow?	What lives in the sea?  Why do we need to look after 'Our World'?  What is it like in summer?
<b>Educational Programme</b>	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.					
<b>Age 3-4</b>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Understand gradually how others might be feeling.</li> <li>• Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>					
<b>Early Learning Goals</b>	<p><b>Self-Regulation</b> Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Managing Self</b> Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Building Relationships</b> Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>					

<b>Term Specific Provision</b>	<b>Trust Christian Value Focus</b> Compassion  Families and friendships – different types of families, similarities and differences between ourselves and others  Safe relationships – NSPCC PANTS  I know the nursery rules and my responsibilities.  I can chat with my teachers and friends about how I keep healthy lifestyles (inc teeth, food, exercise)	<b>Trust Christian Value Focus</b> Compassion  I know how to be a good friend.  I know that sometimes I might make a mistake. I work with my teacher to fix things.  I know how to work with a peer and build play.  I know I belong to many communities – such as school, Cockerton, Darlington.	<b>Trust Christian Value Focus</b> Forgiveness  I show independence with self help skills. know how to use my independence.  I know how to select and use resources to make collages of lambs  I know how to show more confidence in new social situations e.g. chatting to visitors like the lollipop lady.	<b>Trust Christian Value Focus</b> Forgiveness  I can name a real life super hero. I can verbalise why I think they are a hero.  I know the names of feelings – happy, sad, excited and angry. I can tell you a time I’ve felt happy, sad, excited and angry.  I know how to manage my personal hygiene in terms of hand washing, toileting etc  I know how I can safe around roads.	<b>Trust Christian Value Focus</b> Hope  I know how others are feeling.  I know how to follow rules. I can explain why something	<b>Trust Christian Value Focus</b> Hope  I know that people change.  I can describe the changes a plant and animal make I know how to maintain relationships and friendships.  I know ways to solve conflicts and rivalries.
<b>Ongoing Provision Throughout Year</b>	Talk Partners	Talk to the person sitting next to you during carpet time answering questions or discussing ideas/themes, share your ideas/thoughts and listen to and consider their ideas/thoughts				
	Daily routines	Self-registration, book voting, PSE skills during continuous provision, ‘choose it, use it, put it away’ when using resources, turning clothes the right way round, change into wet weather gear, use toilets independently, snack time, lunchtimes, getting ready for home				
	School/Class Rules - GTBG	To be ready, safe and respectful				
	Continuous Provision	Build relationships with others, see themselves as a valued individual, set simple challenges, show resilience and perseverance, manage feelings and behaviour appropriately, play co-operatively, take turns and share, show sensitivity to others				
	Story time	Experience, explore and talk about positive relationships, feelings and emotions, diversity				

## Physical Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main theme</b>	<b>What makes me special and how do we celebrate?</b>		<b>What is the world telling me?</b>		<b>Isn't it Amazing?</b>	
<b>Big Questions</b>	What makes me special?  Why are the leaves falling?	What festivals do people celebrate in Autumn/Winter?	How are nursery rhymes like real life?  Traditional tales  What is it like in winter?	Who is a real life superhero?  How can I stay safe?  What is it like in spring?	How do things change as they grow?	What lives in the sea?  Why do we need to look after 'Our World'?  What is it like in summer?
<b>Educational Programme</b>	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.					
<b>Age 3-4</b>	<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</li> </ul>					
<b>Early Learning Goals</b>	<p><b>Gross Motor Skills</b> Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Fine Motor Skills</b> Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>					
<b>Term Specific Provision</b>	Sweeping/brushing Threading large beads Screwing/unscrewing - lids Using tools (tweezers, knife and fork – loading	Sweeping/brushing Threading large beads Screwing/unscrewing - lids Using tools (tweezers,	Balance Bikes Obstacle courses Printing Weaving thick ribbon	Balance Bikes Obstacle courses Using large rollers Weaving thinner ribbon	Two wheeled scooters Using tools (scissors – circles ) Finer paintbrushes and palette for mixing	Two wheeled scooters Using tools (scissors – squares and oblongs) Finer paintbrushes and palettes for mixing

	<p>scissors – holding/carrying correctly, snipping) Run Jump Hop Good posture</p> <p>Dough disco – Draw a person Book 1 – moves 1 – 5 – squeeze, ball it, pat it, single fingers and sausage.</p> <p>Squiggle whilst you wiggle programme</p>	<p>knife and fork – slide to cut, scissors – snipping holding/carrying correctly, snipping)</p> <p>Dough disco – Draw a person Confidently demonstrate moves 1 - 5. Learn 6-9 – Diving, two finger dancing, piano and making a pizza.</p> <p>Squiggle whilst you wiggle programme</p>	<p>Using tools (scissors – cut straight lines ) Gluing shapes - PVA</p> <p>Dough disco – Draw a person Dough sessions on Spread the happiness TV - Youtube Nursery rhymes – incy wincy The muffin dough disco Grand olde duke of York Rock a bye baby Squiggle whilst you wiggle programme</p>	<p>Using tools (scissors – curved lines and regular shapes) Gluing shapes – Glue sticks</p> <p>previous skills as needed following assessment)</p> <p>Dough disco – Draw a person Relaxed dough disco part 2 – youtube Recap book 1 moves 1-9 Twinkle Twinkle – youtube</p> <p>Squiggle whilst you wiggle programme</p>	<p>Dough disco – Draw a person Parachute and dough disco games London Bridge Ring around rosy Wheels on the bus Here we go around the mulberry bush Recap on all nursery rhymes</p> <p>Squiggle whilst you wiggle programme</p>	<p>Dough disco – Draw a person Happy birthday dough disco Around the world Parachute games</p> <p>Squiggle whilst you wiggle programme</p>
<b>Ongoing Provision Throughout Year</b>	Dough Disco / Scarves / Squiggle whilst you wiggle	Daily movement to music activity to help develop all the children’s pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing, different routine each term				
	Pencil Control	Hold a pencil effectively, develop accuracy and care when drawing and writing				
	Lunch time	Hold and use a knife and fork correctly, understand about healthy eating				
	Continuous Provision	Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination, refine and develop fine motor skills, use a range of tools competently and safely, combine movements, develop ball skills				
	Cosmic Yoga	Develop strength, balance and co-ordination				

# Literacy

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main theme</b>	<b>What makes me special and how do we celebrate?</b>		<b>What is the world telling me?</b>		<b>Isn't it Amazing?</b>	
<b>Big Questions</b>	What makes me special?  Why are the leaves falling?	What festivals do people celebrate in Autumn/Winter?	How are nursery rhymes like real life?  Traditional tales  What is it like in winter?	Who is a real life superhero?  How can I stay safe?  What is it like in spring?	How do things change as they grow?	What lives in the sea?  Why do we need to look after 'Our World'?  What is it like in summer?
<b>Educational Programme</b>	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).					
<b>Age 3-4</b>	Understand the five key concepts about print:- print has meaning - print can have different purposes- we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can:- spot and suggest rhymes- count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately					
<b>Early Learning Goals</b>	<b>Comprehension</b> Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <b>Word Reading</b> Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <b>Writing</b> Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.					
<b>Term Specific Provision</b>	Letters and sounds	Letters and sounds	RWI Nursery programme Letter and sounds to fill any gaps	RWI Nursery programme Letter and sounds to fill any gaps	RWI nursery programme Letter and sounds to fill any gaps	RWI nursery programme Letter and sounds to fill any gaps 85

<b>Ongoing Provision Throughout Year</b>	Talk Partners	Talk to the person sitting next to you during carpet time answering questions or discussing ideas/themes, share your ideas/thoughts and listen to and consider their ideas/thoughts
	Continuous Provision	Books and writing tools throughout all areas inside and in outside provision
	Reading	Daily pre reading tasking using letters and sounds. In the spring term children will use RWI phonics lessons Children will be read to daily
	Message Centre	Use message centres to create secret symbols/sounds/words/phrases/sentences to make things happen, read messages left by other children / adults / characters, write messages to children / adults / characters
	Reading Provision	Outdoor reading space to engage in and talk about books, retell stories and create their own. Key books - topic linked and seasonal books in reading baskets Reading books in every area of provision
	Story/song time	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs
	Poetry Basket	One poem/rhyme with actions learned each week to build up a repertoire over the year. New one for week practised daily and then performed in Friday House Team Assembly and uploaded to Seesaw for parents/carers to watch (Performance to whole school - Spring Term onwards)
	Library Time	Once a week. Time to look at books, read stories and choose a book to take home

# Mathematics

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main theme</b>	<b>What makes me special and how do we celebrate?</b>		<b>What is the world telling me?</b>		<b>Isn't it Amazing?</b>	
<b>Big Questions</b>	What makes me special?  Why are the leaves falling?	What festivals do people celebrate in Autumn/Winter?	How are nursery rhymes like real life?  Traditional tales  What is it like in winter?	Who is a real life superhero?  How can I stay safe?  What is it like in spring?	How do things change as they grow?	What lives in the sea?  Why do we need to look after 'Our World'?  What is it like in summer?
<b>Educational Programme</b>	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.					
<b>Age 3-4</b>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <ul style="list-style-type: none"> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities using language: 'more than', 'fewer than'.</li> <li>• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>• Combine shapes to make new ones – an arch, a bigger triangle etc.</li> <li>• Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>					

<p><b>Early Learning Goals</b></p>	<p><b>Number</b> Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns</b> Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					
<p><b>Term Specific Provision</b></p>	<p><b>More than, fewer than, the same.</b> Collect objects to compare amounts Make simple comparisons of amounts Look for collections of large and small amounts Compare and talk about large and small amounts Make large and small collections Make collections the same</p> <p><b>Explore and build with shapes and objects</b> Explore and play with shapes Show interest in simple differences between shapes Put shapes and blocks in position Select shapes for a reason Begin to explore and describe natural shapes and objects Find and collect objects for a purpose</p> <p><b>Patterns 1 – Explore repeats</b></p>	<p><b>Subitising 123</b> Noticing in books Respond to I see 1,2,3 Recognise 1,2,3 Copy I see 1,2,3 Point to 1,2,3 Recognise 1,2,3 in well known tales</p> <p><b>Hear and say number names</b> Hear some number names Model saying number names in order Look for collections of large and small amounts Join in stable order counting forwards Join in saying some number names Practise saying number names in order</p> <p><b>Begin to order number Names</b> Model saying 1, 2 and 3 in play Copy fingers to represent 1, 2 and 3 Look for collections of large and small amounts Say number names in order</p>	<p><b>Pattern 2</b> Join in with repeated actions in songs Sing some refrains independently Look for collections of large and small amounts Say what happens next Join in with repeats in songs and stories Have a sense of daily routines</p> <p><b>Shape space and measure 2</b> Respond to simple language of position Select shapes for a space Look for collections of large and small amounts Explore and describe shapes and objects Arrange blocks in a chosen position Recognise when 2 objects are the same shape</p> <p><b>Subitising 2 –</b> Copy fingers to show 1 Copy fingers to show 2 Copy fingers to show 3 Look for collections of</p>	<p><b>Move and label 1,2,3</b> Make actions when saying counting words Move fingers when saying counting words Count out up to 3 objects from rhymes Notice symbols as labels Label amounts as 1 and not 1 Label amounts as 1,2,3</p> <p><b>Explore position and routes</b> Explore shape resources Explore more complex inset jigsaws Talk about simple positions Move into simple positions Move through simple positions Follow small world routes</p> <p><b>Explore own first patterns</b> Explain simple pattern arrangements Make roads and bridges with intent Choose blocks to copy simple creations</p>	<p><b>Take and give 1,2,3</b> Choose a group to subitise Take 2 out of that group Take 3 out of that group Give others 2 items Give others 3 items</p> <p><b>Match, talk, push and pull</b> Match simple shapes Push some shapes and blocks together Make simple arrangements Talk about arrangements Follow simple routes outside Follow toys around routes</p> <p><b>Talk about dots</b> Become familiar with dot patterns Say when there is 1 dot Say when there is 2 dots Recognise 1 and 2 in different arrangements Say when there is 3 dots Recognise when there is 1,2 and 3 in different arrangements</p>	<p><b>Start to Puzzle</b> Complete shape match puzzles Complete simple jigsaws Match objects to pictures Match objects to shadows Explore objects and small world from different positions Make simple routes in small world with lines and curves</p> <p><b>Making Patterns together</b> Sing their own songs independently Clap in time to a beat Make and talk about movement patterns Talk about objects in patterns and arrangements Copy AB patterns with support Continue AB patterns with support</p> <p><b>Make games and actions</b> Match dot patterns Be introduced to subitising games Play subitising games Copy sets of sounds Listen to and represent sounds with fingers Listen to and represent sounds with resources</p> <p><b>Show me 5</b> Sing rhymes to 5 and join in with movements Move props to 5 Move props back from 5 Begin to count 5 objects with one to one correspondence Match numerals to quantities when acting out songs</p>

	<p>Listen to repeats in songs and stories Start to join in with songs and repeats Start to join in with repeats from stories Clap along to songs Make line patters with own sequences Choose blocks to build roads and towers</p>	<p>Copy the sequence of 1, 2 and 3 Begin to count actions</p>	<p>Show 1/2/3 fingers when seeing in stories/or asked</p>	<p>Make simple line patterns with objects Make simple pattern arrangements Show an interest in patterns and shapes</p>	<p><b>Compare and sort collections</b> Notice when two collectons are the same Make collectons of small objects the same Make collections of large objects the same Recognise two collection are the same using large and small objects Make collections the same using small and large objects Sort and talk about their collections</p> <p><b>Lead own repeats</b> Join in fully with sequences and songs Sing rhymes independently Lead sequences and songs Read on in familiar repeating stories Copy art based simple patterns Explore own line and repeating patterns in art,</p>	<p><b>My own pattern</b> Continue AB patterns Create their own AB patterns Notice an error in a pattern Build constructions with simple enclosures Copy simple repeated constructions</p> <p><b>Stop at 12345</b> Count out up to 5 objects from a larger group Explore counting to 5 in different ways Verbally count to a given number Label objects with numerals Independently show fingers to 5 Begin to make marks to represent quantities</p> <p><b>Match sort and compare</b> Compare up to 5 different objects Compare by matching Make the same set by matching Match by type Recognise attributes of objects Begin to sort some objects to a type.</p>
<b>Ongoing Provision Throughout Year</b>	Talk Partners	Use mathematical language to explain ideas and answer questions / solve problems				
	Daily routines	Self-registration (10-frames), calendar, visual timetable, book voting,				
	Continuous Provision	Practise taught skills, use and apply taught skills in real-life situations, use message centres to create secret symbols/passcodes to make things happen, read passcodes left by characters, complete puzzles, "What can you see, how do you see it?" Mathematical equipment and manipulatives in all areas (i.e. measuring tape in construction, weighing scales in home corner, metre rulers outside)				
	Story/song time	Practise taught skills, "What do you notice?", "What can you see, how do you see it?"				

## Understanding the World

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main theme</b>	<b>What makes me special and how do we celebrate?</b>		<b>What is the world telling me?</b>		<b>Isn't it Amazing?</b>	
<b>Big Questions</b>	What makes me special?  Why are the leaves falling?	What festivals do people celebrate in Autumn/Winter?	How are nursery rhymes like real life?  Traditional tales  What is it like in winter?	Who is a real life superhero?  How can I stay safe?  What is it like in spring?	How do things change as they grow?	What lives in the sea?  Why do we need to look after 'Our World'?  What is it like in summer?
<b>Educational Programme</b>	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.					
<b>3-4 year olds</b>	<p>Use all their senses in hands-on exploration of natural materials.</p> <ul style="list-style-type: none"> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Explore how things work.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Talk about the differences between materials and changes they notice.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> </ul>					
<b>Early Learning Goals</b>	<p><b>Past and Present</b> Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>People, Culture and Communities</b> Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>The Natural World</b> Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					

<b>Term Specific Provision</b>	<p>Talk about themselves and their likes and dislikes Know that Families are all different. Talk about what makes them happy or sad. Name body parts Learn about healthy habits -e.g. why it is important to wash hands, eat healthy and exercise Know they live in Cockerton which is part of Darlington Know who helps us – 999 services, doctors, dentists etc Know what we can do in Darlington – amenities etc</p>	<p>Different people celebrate different things and have different traditions. Celebrate: Birthdays Harvest Bonfire night Remembrance day Diwali Christmas Hannukah</p>	<p>Role play/ small world: Old McDonald Incy wincy Real vs pretend sorting e.g. cow jumping over the moon Go outdoors to find things in the rhymes e.g. five little ducks Different endings for traditional tales e.g. make something from the wolf to say sorry to the little pigs so they can become friends Cooking – Porridge for goldilocks – changes Winter walks Ice investigations – freeze toys Winter clothes role play suitcase Winter art</p>	<p>Spring nature hunt Animals and their babies Road safety role play Safe and unsafe sorting pictures Circle time – what would you do if you got lost Organise visitors to speak to the children about how they help people e.g. nurse/police officer/fire fighter Thank you cards to real life heroes e.g. lollipop person etc</p>	<p>Photo timelines Role play growth – pretend to be babies/toddlers Measure heights Invite a parent with a baby into school to talk about how they look after their baby Look at books such as Once they were giants.  Watch and observe chicks in school Order the life cycle</p>	<p>Small world area linked to topics Sort animals whether they are sea creatures or land animals Learn about recycling Take part in a litter pick Create a video about why we shouldn't drop litter into our seas Water and energy play – what happens if we leave our taps on Sponsored water race for WaterAid Read Somebody swallowed Stanley.</p>
<b>Ongoing Provision Throughout Year</b>	<p>Talk Partners</p>	<p>Talk to the person sitting next to you during carpet time answering questions or discussing ideas/themes, share your ideas/thoughts and listen to and consider their ideas/thoughts</p>				
	<p>Continuous Provision</p>	<p>Learn and practise new vocabulary, create small world environments, read and draw simple maps, look at books containing images from the past or different cultures/countries, explore the natural world around them, describe what they can see, hear and feel when outside, explore different scientific concepts</p>				
	<p>Story/song time</p>	<p>Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries At least one story a week about a person from the past and one story set in a different place from around the world.</p>				
<b>Key vocabulary linked to NC subjects</b>	<p>RE</p>	<p>belief, faith, Christian, Christianity, God, Jesus, bible, church, cross, baptism, Hindu, Hinduism, Brahma, aum, temple, Jew, Judaism, synagogue, Muslim, Islam, Mohammed, Allah, Qu'ran, mosque</p>				
	<p>History</p>	<p>present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar, castle, king, queen, knight, legend</p>				
<p>(including but not limited to)</p>	<p>Geography</p>	<p>polar region, desert, rainforest, jungle, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons</p>				
	<p>Science</p>	<p>question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, rough, smooth</p>				

	Computing	technology, internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume
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<b>Expressive Arts and Design</b>						
<b>Term</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main theme</b>	<b>What makes me special and how do we celebrate?</b>		<b>What is the world telling me?</b>		<b>Isn't it Amazing?</b>	

<b>Big Questions</b>	What makes me special?  Why are the leaves falling?	What festivals do people celebrate in Autumn/Winter?	How are nursery rhymes like real life?  Traditional tales  What is it like in winter?	Who is a real life superhero?  How can I stay safe?  What is it like in spring?	How do things change as they grow?	What lives in the sea?  Why do we need to look after 'Our World'?  What is it like in summer?
<b>Educational Programme</b>	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.					
<b>Age 3-4</b>	<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and colour-mixing.</li> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>					
<b>Early Learning Goals</b>	<p><b>Creating with Materials</b> Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being Imaginative and Expressive</b> Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>					
<b>Term Specific Provision</b>	Role play families Make emotions in play dough Self portraits using paint About me collage Cut and stick tins that they like – could be food, toys, colours	Salt fire work pictures Splatter art Create poppy collages using different textures Celebrate Hanukkah by making menorah crafts/dreidels. Learn a simple Hanukkah song	Drawing with pastels Print with natural objects Paint - colour mixing Malleable materials – Transient art – glueless collage/loose parts Collage – cut and stick Weaving	Drawing detailed pictures of people who help us. Draw emotions of people they might help Junk model – joining with glue or tape Weaving	Observational drawings - plants and animals Paint – use blocks with finer brushes and mix colours Transient art – natural loose parts Using scissors to cut around shapes	Malleable materials – Make clay sculptures of sea creatures Sing in rounds Consolidate and refine previously taught skills and techniques independently

	<p>Handprint in favourite colour and measure height using string at the beginning of the year and the end of the year to show how they have grown. Handprint for display - handprint to act as a leaf on a tree. On the hand print write a reason why they are special</p> <p>Print with leaves Complete leaf rubbings Falling leaves song and dance Seasonal colour mixing, Read We're going on a leaf hunt – and then go on one.</p>	<p>and let children clap and drum to the beat. Role play – nativity Christmas cards and crafts Salt dough decorations</p>	<p>Consolidate and refine previously taught skills and techniques independently</p>	<p>Consolidate and refine previously taught skills and techniques independently</p>	<p>Consolidate and refine previously taught skills and techniques independently</p>	
Possible artist to look at linked to Big Question (suggestion only) ;						
<p>Andy Warhol (Portraits) Andy Goldsworthy (Autumnal art using natural objects)</p>	<p>Claude Monet (Winter/ Snowy landscape) – The Magpie Snow at Argenteuil</p>	<p>Quentin Blake – Playful illustrations using scribbly lines for rhymes</p>	<p>Yayoi Kusama – Dotty bright flowers spring art</p>	<p>William Morris – Repeating floral patterns  Georgia O'Keeffe – Large colourful flowers</p>	<p>Hokusai – The Great wave (exploring swirling blue foam) Deborah Moss Wilson – Sea creatures using recycled materials</p>	
Songs linked to Big Questions – possible ideas						
<p>Nursery Rhymes Heads, Shoulders, Knees and Toes Baby Shark Tommy Thumb When I was One... Happy and You Know It! Five little Leaves</p>	<p>Row, Row Row your boat Down at the Station Five Little Firefighters The Wheels on the Bus Christmas songs</p>	<p>Down in the Jungle Monkeys on the Bed</p>	<p>Five little Men in a Flying Saucer Twinkle. Twinkle Zoom, Zoom Goldilocks Song</p>	<p>Five Little Speckled Frogs Five Little Ducks Old MacDonald Chick, chick, chick , chick chicken....</p>	<p>One Elephant... There was an old lady who swallowed a fly.. Incy Wincey Spider</p>	
<b>Ongoing Provision Throughout Year</b>	Continuous Provision	Learn and practise new vocabulary, sing, dance, make music and perform on their own and in a group, practise and use a range of artistic techniques and skills, use a range of tools, create collaboratively, develop storylines in pretend play, use imagination, role-play Workshop areas both inside and outside				

	Poetry Basket	New poem/rhyme with actions learned each week adding to repertoire. Performed weekly in Friday Assembly.
	Weekly Singing	Reception singing session once per week – including assembly songs from assembly plan
	Story/song time	Sing a range of songs/nursery rhymes, understand the structure of stories
<b>Key vocabulary linked to NC subjects (including but not limited to)</b>	Art	paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, imprint
	DT	appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe
	Music	song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style

## Reception

'Planning in the Moment' can still be used in reception, but the aim is for a build-up of more adult direction over the year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main Theme</b>	<b>Who Am I?</b>		<b>Would You Rather?</b>		<b>Isn't it Amazing?</b>	
<b>The Big Questions</b> (Split evenly over term if uneven weeks)	Who am I? Why are the leaves falling?	Where am I? What festivals do people celebrate in Autumn/Winter?	What is like to live in the Polar Regions, A rainforest, Desert and At Sea?	What is it like to live in Space?  Who lives in Storyland?	How do things change as they grow?	How many legs do insects have? Why do we need to look after 'Our World'?
<b>Potential ideas, mini themes</b> (These may be changed or adapted depending on cohort and children's interests.)	Starting school/new beginnings Rules and routines All about me, families, homes What is like in Cockerton? What can you do in Darlington? Trains - Stephenson Who helps us? Feelings and emotions Celebrations, parties Halloween, Bonfire Night, Remembrance Day Harvest, Diwali, Hannukah Advent, Christmas Seasonal changes – Autumn/Winter		Comparing places Polar regions and the rainforest/jungle/desert/ space Now and then (linked to space and stories) Science – changes of state and forces Easter Seasonal changes – Winter/Spring		Growing and changing Plants and flowers Food Human body, senses Keeping fit and healthy eating Animals and minibeasts Life cycles - chicks Recycling, looking after the world Seasonal changes – Spring/Summer	
<b>Key Learning</b>	<p><b>All About Me and Where I Live</b> Families come in all shapes and sizes. We are all unique, but other people can have similarities to me. Know they live in Cockerton which is part of Darlington Know local features – i.e. shops, park, church, garage Know who helps us – 999 services, doctors, dentists etc Know what we can do in Darlington – amenities etc Know about Darlington's link to history of trains – Stephenson family. Changes over time in vehicles and places (look at old photos of school and Darlington) It is good to be different and we must always show kindness and respect towards everyone.</p> <p><b>Celebrations</b> Different people celebrate different things and have different traditions. People celebrate their birthday to remember the day they were born.</p>		<p><b>Which Season?</b> The seasons are Autumn, Winter, Spring and Summer. In Autumn some leaves change colour and start to fall off the trees. Not much grows in Winter. It is cold and can be snowy and icy. In Spring it starts to get warmer and things start to grow again. In Summer it can be hot and lots of things grow.</p> <p><b>Here or there?</b> Polar regions are cold, icy and have snow. Not many plants grow there. Deserts are dry and sandy. They are very hot in the day and very cold at night. Rainforests are wet, hot and humid. They have lots of rain. Lots of different trees and flowers grow there. There is more sea than land on earth. Lots of different things live under the sea. There is no oxygen in space.</p>		<p><b>Plants</b> Plants grow from seeds or bulbs. Plants have roots, stems/stalks, leaves and flowers. Plants need light, warmth, water and food to grow.</p> <p><b>Humans</b> Humans need food, water, oxygen and shelter to survive. It is important to stay healthy by eating a balanced diet, exercising, drinking enough water, getting enough sleep, following good hygiene. We have five senses - taste, touch, sight, hearing, smell.</p> <p><b>Animals</b> Baby animals are sometimes known by different names to the adult. Some baby animals do not look like the adult.</p>	

	<p>Harvest is a time to say thank you for what we have. Bonfire Night is on the 5th November. People celebrate with bonfires and fireworks. Remembrance Day is on the 11th November. We remember all the people who have died in wars. There is a time of silence at 11am. Diwali is the Hindu festival of light and Hannukah is the Jewish festival of light.</p> <p><b>Christmas</b> Advent is a time of preparation for Christmas. Christmas takes place on the 25th December and is a Christian Festival celebrating the birth of Jesus. A Nativity play tells the story of Jesus' birth.</p>		<p><b>Stories / Now and then?</b> To listen and respond to traditional tales and fairy stories To know stories were from long ago – simple time line People wore different clothes. People travelled in different ways. Houses were made of different materials. Children played with different toys. We have not always had computers and the internet.</p>		<p>Spiders have 8 legs. Insects have 6 legs and three body sections – head, thorax and abdomen. Lifecycles – focus on caterpillars and ladybirds</p> <p><b>Our World</b> We have a responsibility to look after our world. Different religions have their own Creation stories.</p>	
<b>Visits/Visitors</b>	Autumn Walk around school  Wheel Education – balance bikes  Dentist – Oral health	Police/Ambulance/Fire  Father Damon (St Mary's)  Visit to Pantomime at Richmond Theatre	Storyteller visit	Visit to Hardwick Park/Walworth Castle – Fairytales focus  Aspirations Week – visitors from different jobs	Baker visit  Chicks	Local Area Visit
<b>Links with Parents</b>	'Meet the Teacher' meeting MacMillan Coffee Morning Home Learning Meeting Parent Courses	Parents Evening Christmas Concerts Christmas Fayre Parent courses	Parent Courses	Parents Evening Easter Afternoon Parent Courses	Parent Courses	Class Assemblies Written Report Summer Fayre Parent Courses
<b>Themed Days / Weeks</b>	Black History Month (Oct)	Halloween Bonfire Night Diwali Remembrance day Children in Need Christmas	Chinese Spring Festival Comic Relief Valentine's Day	World Book Day Women's History Month (March) British Science Week Mother's day Earth Day Sports Relief Easter	Ramadan/Eid Mental Health Awareness Week Queen's Platinum Jubilee Pride Month (June)	Class Assemblies Father's day Sports Day Transition
<b>RSHE</b>	Firework safety Black History month  Families and friendships NSPCC pants	Remembrance Day Anti – bullying week  Belonging to a community	Safer internet day Childrens mental health week World book day  Setting goals Safer internet use		Pride Month  Families and relationships	Sun safety Water safety  Growing and changing
<b>Well being – Kapow units</b>	Try something new	My surroundings	Similarities and differences		Kind words	Being animals
<b>Christian Values</b>	Year A - Compassion		Forgiveness		Hope	
	Year B - Thankfulness		Wisdom		Trust	
<b>Religious Education</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Special – Where do we belong?	Why do Christians perform nativity plays at Christmas?	Why is the word God important to Christians?	Why do Christians put a cross in an Easter Garden?	Which places are special and why?	Which stories are special and why?
<b>Global Neighbours</b>	In the summer term Reception will do a class assembly for parents and carers to reflect on their learning with a focus on active global citizenship					

**Key Picture Books – main books for reading areas and reading aloud**

*Reception will have copies of the familiar nursery books alongside the new reception set of key books*

**Reception**

- Shhhh! – Sally Grindley
- Goodnight Moon – Margaret Wise Brown
- The Gruffalo – Julia Donaldson
- Farmer Duck – Martin Waddell
- Rosie’s Walk – Pat Hutchins
- Six Dinner Sid – Inga Moore
- Mrs Armitages’s Wheels – Armeline Fourchedrue
- Owl Babies – Martin Waddell
- Handa’s surprise – Eileen Browne
- Mr Gumpy’s Outing – John Burningham
- Whatever Next – Jill Murphy
- On the Way Home – Jill Murphy
- Shark in the Park – Nick Sharrat
- Hey Water – Antoinette Martin
- I really want to shout – Luna Gaggiolti
- Press Here – Herve Tullet
- The Way Home – Oliver Jeffers
- It’s only Stanley – John Ayce
- Pattan’s Pumpkin – Chitra Sorendor
- Elmer – David McKee
- Supertato – Sue Hendra
- Aliens love underpants – Claire Freedman
- Lost and Found – Oliver Jeffers
- Where is my dragon – Leo Timmes
- The Lion Inside – Rachel Bright
- Peace at Last – Jill Murphy
- The Wonder – Evie Hannon
- How many legs?
- Room on a Broom – Julia Donaldson
- A Squash and a squeeze – Julia Donaldson

- Zog – Julia Donaldson
- Journey – Aaron Becker

## Rhymes and Poems

***"If children know eight nursery rhymes by heart, by the time they are four years old, they're usually among the best readers by the time they are eight."***

Mem Fox - Reading Magic

Reception Poetry Basket – 36 Rhymes and Poems (1 per week)		
<b>Autumn</b> Chop,Chop Pointy Hat Five Little Pumpkins Wise Old Owl Falling Apples Leaves are Falling Breezy Weather Who Has Seen the Wind Cup of Tea Mice Shoes	<b>Spring</b> Popcorn A Little House Pancakes Let's Put on our Mittens I Can Build a Snowman Carrot Nose Spring Wind Furry Furry Squirrel Hungry Birdies A Little Seed Stepping Stones Mrs Bluebird	<b>Summer</b> I have a Little Frog Dance Pitter Patter Sliced Bread A Little Shell Five Little Peas The Fox Monkey Babies Thunderstorm Five Little Owls If I Were so Very Small Under a Stone

Communication and Language						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main theme</b>	<b>Who Am I?</b>		<b>Would You Rather?</b>		<b>Isn't it Amazing?</b>	
<b>Big Questions</b>	Who am I? Why are the leaves falling?	Where am I? What festivals do people celebrate in Autumn/Winter?	What is like to live in the Polar Regions, A rainforest, Desert and At Sea	What is it like to live in Space?  Who lives in Storyland?	How do things change as they grow?	How many legs do insects have? Why do we need to look after 'Our World'?
<b>Educational Programme</b>	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
<b>Early Learning Goals</b>	<p><b>Listening, Attention and Understanding</b> Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Speaking</b> Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					
<b>Term Specific Provision</b>	Talking about themselves and families Vocabulary around themselves and families Play Projects (engage in conversation about what they are doing)	Talking about where we live Vocabulary from local area Talking about special days and festivals Vocabulary from different festivals Play Projects (engage in conversation about what they are doing)	Asking questions and finding out answers about different places Vocabulary about different places Play Projects (engage in conversation about what they are doing)	Talking about Space Space vocabulary Listening and telling Traditional Tales Play Projects (engage in conversation about what they are doing)	Vocabulary around growth – animals, plants, food etc Play Projects (engage in conversation about what they are doing)	Minibeast vocabulary Asking questions and finding out about minibeasts – facts / fiction Play Projects (engage in conversation about what they are doing)
<b>Ongoing Provision Throughout Year</b>	Interactions	Interactions with peers and adults. Adults modelling and supporting.				
	Talk Partners	Talk to the person sitting next to you during carpet time answering questions or discussing ideas/themes, share your ideas/thoughts and listen to and consider their ideas/thoughts				
	Circle Time	Listen attentively to others, speak clearly to explain ideas, thoughts and feelings				
	Continuous Provision	Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own				
	Story/song time	Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs				
	Poetry Basket	Listening to and learning rhymes weekly				
	Story Basket	Listening to stories without pictures/prompts to develop listening skills – one per week				

## Personal, Social and Emotional Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main theme</b>	<b>Who Am I?</b>		<b>Would You Rather?</b>		<b>Isn't it Amazing?</b>	
<b>Big Questions</b>	Who am I? Why are the leaves falling?	Where am I? What festivals do people celebrate in Autumn/Winter?	What is like to live in the Polar Regions, A rainforest, Desert and At Sea	What is it like to live in Space?  Who lives in Storyland?	How do things change as they grow?	How many legs do insects have? Why do we need to look after 'Our World'?
<b>Educational Programme</b>	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.					
<b>Early Learning Goals</b>	<p><b>Self-Regulation</b> Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Managing Self</b> Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Building Relationships</b> Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>					
<b>Term Specific Provision</b>	<p><b>Trust Christian Value Focus</b> Compassion</p> <p>Families and friendships – different types of families, similarities and differences between ourselves and others Safe relationships – NSPCC PANTS</p>	<p><b>Trust Christian Value Focus</b> Compassion</p> <p>Belonging to a community – our school, our area, our town important people in the community Media literacy and digital resilience – uses of tech, safe internet</p>	<p><b>Trust Christian Value Focus</b> Forgiveness</p> <p>Keeping safe – stranger awareness and safe strangers, road safety, sun safety, beach safety, RNLI</p>	<p><b>Trust Christian Value Focus</b> Forgiveness</p> <p>Media literacy and digital resilience – uses of technology, safe internet use,  Money and work – different skills, different occupations, aspirations</p>	<p><b>Trust Christian Value Focus</b> Hope</p> <p>Physical health and mental well-being – healthy eating, healthy living</p>	<p><b>Trust Christian Value Focus</b> Hope</p> <p>Growing and changing – naming body parts, changing from being a baby to adult, transition to Year 1  Rights and Responsibilities</p>
<b>Ongoing Provision Throughout Year</b>	Talk Partners	Talk to the person sitting next to you during carpet time answering questions or discussing ideas/themes, share your ideas/thoughts and listen to and consider their ideas/thoughts				
	Daily routines	Self-registration, book voting, PSE skills during continuous provision, 'choose it, use it, put it away' when using resources, change independently for PE, turning clothes the right way round, change into wet weather gear, use toilets independently, snack time, lunchtimes, getting ready for home				
	School/Class Rules - GTBG	To be ready, safe and respectful Stay on 'green' and follow class and school rules				
	Continuous Provision	Build relationships with others, see themselves as a valued individual, set simple challenges, show resilience and perseverance, manage feelings and behaviour appropriately, play co-operatively, take turns and share, show sensitivity to others				
	Story time	Experience, explore and talk about positive relationships, feelings and emotions, diversity				

## Physical Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main theme</b>	<b>Who Am I?</b>		<b>Would You Rather?</b>		<b>Isn't it Amazing?</b>	
<b>Big Questions</b>	Who am I? Why are the leaves falling?	Where am I? What festivals do people celebrate in Autumn/Winter?	What is like to live in the Polar Regions, A rainforest, Desert and At Sea	What is it like to live in Space?  Who lives in Storyland?	How do things change as they grow?	How many legs do insects have? Why do we need to look after 'Our World'?
<b>Educational Programme</b>	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.					
<b>Early Learning Goals</b>	<p><b>Gross Motor Skills</b> Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Fine Motor Skills</b> Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>					
<b>Term Specific Provision</b>	Sweeping/brushing Threading Screwing/unscrewing Using tools (tweezers, knife and fork – loading, scissors – holding/carrying correctly, snipping)	Sweeping/brushing Threading Screwing/unscrewing Using tools (tweezers, knife and fork – loading, scissors – holding/carrying correctly, snipping)	Balance Bikes  Using large rollers Weaving Using tools (scissors - curved lines and regular shapes) Using tools (enhance and consolidate previous skills as needed following assessment)	Balance Bikes  Using large rollers Weaving Using tools (scissors - curved lines and regular shapes) Using tools (enhance and consolidate previous skills as needed following assessment)	Sewing Using tools (scissors – irregular shapes) Using tools (enhance and consolidate previous skills as needed following assessment)	Sewing Using tools (scissors – irregular shapes) Using tools (enhance and consolidate previous skills as needed following assessment)
<b>Ongoing Provision Throughout Year</b>	Dough Disco / Scarves / Squiggle	Daily movement to music activity to help develop all the children's pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing, different routine each term				
	Pencil Control	Hold a pencil effectively, develop accuracy and care when drawing and writing				
	Lunch time	Hold and use a knife and fork correctly, understand about healthy eating				
	Continuous Provision	Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination, refine and develop fine motor skills, use a range of tools competently and safely, combine movements, develop ball skills				
	Cosmic Yoga	Develop strength, balance and co-ordination				

## Literacy

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main theme</b>	<b>Who Am I?</b>		<b>Would You Rather?</b>		<b>Isn't it Amazing?</b>	
<b>Big Questions</b>	Who am I? Why are the leaves falling?	Where am I? What festivals do people celebrate in Autumn/Winter?	What is like to live in the Polar Regions, A rainforest, Desert and At Sea	What is it like to live in Space?  Who lives in Storyland?	How do things change as they grow?	How many legs do insects have? Why do we need to look after 'Our World'?
<b>Educational Programme</b>	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).					
<b>Early Learning Goals</b>	<p><b>Comprehension</b> Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>Word Reading</b> Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Writing</b> Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>					
<b>Term Specific Provision</b>	Phonics baseline Phase 1 recap Start RWI Speed Sounds Lessons	RWI Speed Sounds Lessons and Assessments	RWI Speed Sounds Lessons and Assessments	RWI Speed Sounds Lessons and Assessments	RWI Speed Sounds Lessons and Assessments	RWI Speed Sounds Lessons and Assessments
<b>Book lists are not exhaustive – here to give ideas of books that can be used)</b>	Name recognition and writing  Beginning to read and write CVC words  <i>Books linked to Big ?s:</i>  All are Welcome The Family book	Name recognition and writing Reading / Writing dictated CVC words and captions and sentences  <i>Books linked to Big ?s:</i>  Shark in the Park The Train Ride	Reading / Writing dictated CVC words and captions and sentences  <i>Books linked to Big ?s:</i>  Lost and Found The Night Iceberg	Reading / Writing CVC words and captions and sentences – more impendence  Writing when ready – own composition  <i>Books linked to Big ?s:</i>	Reading and Writing more independent  Writing when ready – own composition  <i>Books linked to Big ?s:</i>  Jack and the Beanstalk Jasper's Beanstalk	Reading and Writing independently  <i>Books linked to Big ?s:</i>  How many legs? Aargh Spider Spinderella

	<p>Peepo Funnybones My Skin Your Skin On the Way Home Colour Monster Goodnight Moon Pants Polar Polar Bear – Hear Brown Bear - See</p> <p>After the Storm Leaf Man The Gruffalo Owl Babies</p> <p>Non-fiction linked books</p>	<p>You Must bring a Hat Mrs Armitage’s Wheels Mr Gumpy’s Outing The Journey</p> <p>Meg and Mog Room on the Broom Winnie’s Pumpkin Pumpkin Soup Binny’s Diwali Rama and Sita Hannukah Bear One Snowy Night The Night Before Christmas</p> <p>Non-fiction linked books</p>	<p>Poles Apart Monkey Puzzle Walking through the Jungle Tad Giraffe’s Can’t Dance Handa’s Surprise The Lion Inside</p> <p>Non-fiction linked books</p>	<p>The Way Home Whatever Next Look Up Alien’s Love Underpants Here Come the Aliens Three Little Pigs The Gingerbread Man Goldilocks Red Riding Hood Cinderella Sleeping Beauty Each Peach Pear Plum Mr Wolf’s Pancakes Suddenly!</p> <p>Non-fiction linked books</p>	<p>Pattan’s Pumpkin Dora’s Eggs Rosie’s Walk Oliver’s Vegetables Titch Supertato</p> <p>Non-fiction linked books</p>	<p>The Very Hungry Caterpillar The bad Tempered Ladybird Snail on the Whale Norman the Slug Here we Are? Somebody Swallowed Stanley 10 Things I can do to Help My World Hey Water Clean Up</p> <p>Non-fiction linked books</p>
<b>Ongoing Provision Throughout Year</b>	Talk Partners	Talk to the person sitting next to you during carpet time answering questions or discussing ideas/themes, share your ideas/thoughts and listen to and consider their ideas/thoughts				
	Continuous Provision	Books and writing tools throughout all areas inside and in outside provision				
	Reading	Daily Reading in RWI phonics lessons (flowing RWI progression – sounds/words/captions/sentences and texts) Children read every day in ‘perfect partners’. Books sent home for sharing and reading at home(both library books and books closely matched to children’s phonic ability) Daily Whole Class Reading session using same book each day				
	Message Centre	Use message centres to create secret symbols/sounds/words/phrases/sentences to make things happen, read messages left by other children / adults / characters, write messages to children / adults / characters				
	Reading Corner	Space to engage in and talk about books, retell stories and create their own. Key books from Nursery/Reception sets alongside any topic linked, seasonal, own interests books				
	Phonological awareness	Orally blend and segment, identify rhyme and continue a rhyming string, count syllables, discriminate between sounds – any opportunities Phonics resources for children to use as needed displayed in classrooms and on tables etc				
	Story/song time	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs				
	Poetry Basket	One poem/rhyme with actions learned each week to build up a repertoire over the year. New one for week practised daily and then performed in Friday House Team Assembly and uploaded to Seesaw for parents/carers to watch (Performance to whole school - Spring Term onwards)				
	Library Time	Once a week. Time to look at books, read stories and choose a book to take home				

# Mathematics

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Who Am I?		Would You Rather?		Isn't it Amazing?	
<b>Big Questions</b>	Who am I? Why are the leaves falling?	Where am I? What festivals do people celebrate in Autumn/Winter?	What is like to live in the Polar Regions, A rainforest, Desert and At Sea	What is it like to live in Space?  Who lives in Storyland?	How do things change as they grow?	How many legs do insects have? Why do we need to look after 'Our World'?
<b>Educational Programme</b>	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.					
<b>Early Learning Goals</b>	<p><b>Number</b> Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns</b> Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					
<b>Term Specific Provision</b>	Match and sort Making comparisons (Compare amounts Compare size, mass and capacity) Exploring Pattern (Make simple patterns)	Representing 1, 2, 3 Comparing 1, 2, 3 Composition of 1, 2, 3 Geometry and spatial thinking (Circles and triangles Spatial awareness) Numbers to 5 (Four and Five One more and one less) Geometry and spatial thinking (Shapes with 4 sides) Measurement – Time (Night and day)	Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass (2) Compare capacity (2) <i>Growing 6, 7, 8</i> 6, 7 and 8 Making pairs Combining 2 groups Length and height Time	9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern (2) <i>Consolidation</i>	<i>To 20 and beyond</i> Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning <i>First, then, now</i> Adding more Taking away Spatial reasoning	<i>Find my pattern</i> Doubling Sharing and grouping Even and odd Spatial reasoning <i>On the move</i> Deepening understanding Patterns and relationships Spatial reasoning
<b>Ongoing Provision Throughout Year</b>	Talk Partners	Use mathematical language to explain ideas and answer questions / solve problems				
	Daily routines	Self-registration (10-frames), calendar, visual timetable, book voting,				
	Continuous Provision	Practise taught skills, use and apply taught skills in real-life situations, use message centres to create secret symbols/passcodes to make things happen, read passcodes left by characters, complete puzzles, "What can you see, how do you see it?" Mathematical equipment and manipulatives in all areas (i.e. measuring tape in construction, weighing scales in home corner, metre rulers outside)				

	Story/song time	Practise taught skills, "What do you notice?", "What can you see, how do you see it?"
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## Understanding the World

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main theme</b>	<b>Who Am I?</b>		<b>Would You Rather?</b>		<b>Isn't it Amazing?</b>	
<b>Big Questions</b>	Who am I? Why are the leaves falling?	Where am I? What festivals do people celebrate in Autumn/Winter?	What is like to live in the Polar Regions, A rainforest, Desert and At Sea	What is it like to live in Space?  Who lives in Storyland?	How do things change as they grow?	How many legs do insects have? Why do we need to look after 'Our World'?
<b>Educational Programme</b>	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.					
<b>Early Learning Goals</b>	<p><b>Past and Present</b> Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>People, Culture and Communities</b> Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>The Natural World</b> Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					
<b>Term Specific Provision</b>	Me, my family and my school Talking about their families and experiences  Being special, where do we belong? Harvest My Body – skeleton and body parts (Funnybones) Senses Explore magnets Seasonal changes – Autumn Walk Explore	Where do I live? – Cockerton, a part of Darlington What is it like in HC? What can you do in HC? Who helps us? – school, community, 999 etc (visitors)  Simple map work – locate school, houses, park, shops etc on aerial photo and on a map Look at where Darlington is on UK map and globe.	Compare and contrast environments – polar regions, desert, jungle, under the sea, Find places on maps – use vocab continent and country  Chinese Spring Festival  Seasonal changes - Winter Explore changing states of matter – ice and freezing / melting	Learn about Space and what it is like – contrast to where we live. Find out about Tim Peake.  Compare times through Traditional Tales– looking at differences in houses, clothes,  Mothering Sunday Easter  Seasonal changes – Spring	Growing – How have we changed from being babies?  How do animals grow? Baby/Adult names Lifecycles of chicks/frogs  Chicks  How have toys changed since Grandparents and parents were little?	Minibeasts Finding out about insects and other small creatures Observations of minibeasts Lifecycles – butterfly  Exploration of local area, including bug hunt  Who were the Victorians?  Seasonal changes - Summer Explore materials and textures Learn about helping in the world – recycling, plastics, waste etc Use Beebots – following a path)

	<p>Use iPad camera Simple IT programmes – Milly and Toybox</p> <p>Websites: -Cbeebies -Busythings (use all terms)</p>	<p>Look at George Stephenson and Trains. Look at transport over time.</p> <p>Bonfire Night, Remembrance Day Diwali/Hanukkah Advent/Christmas light and colour</p> <p>Use iPad stopwatch app Use Beebots – basic operations</p>	<p>Find places on Google Earth to look at Use YouTube and Google to find out about continents and countries Use of technology in home and school</p>	<p>Explore sinking and floating Explore changing states of matter – making Gingerbread etc</p> <p>Use Internet to find out about Space Watch Moon landing and ISS on YouTube Use Beebots – moving from A to B</p>	<p>Seasonal changes - Spring My Body – what can it do? Explore materials and textures Forces - toys</p> <p>Ramadan/Eid-al-Fitr</p> <p>Use digital microscope to look closely at food</p>	
<b>Ongoing Provision Throughout Year</b>	Talk Partners	Talk to the person sitting next to you during carpet time answering questions or discussing ideas/themes, share your ideas/thoughts and listen to and consider their ideas/thoughts				
	Continuous Provision	Learn and practise new vocabulary, create small world environments, read and draw simple maps, look at books containing images from the past or different cultures/countries, explore the natural world around them, describe what they can see, hear and feel when outside, explore different scientific concepts				
	Story/song time	Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries At least one story a week about a person from the past and one story set in a different place from around the world.				
<b>Key vocabulary linked to NC subjects</b>  (including but not limited to)	RE	belief, faith, Christian, Christianity, God, Jesus, bible, church, cross, baptism, Hindu, Hinduism, Brahma, aum, temple, Jew, Judaism, synagogue, Muslim, Islam, Mohammed, Allah, Qu’ran, mosque				
	History	present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar, castle, king, queen, knight, legend				
	Geography	polar region, desert, rainforest, jungle, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons				
	Science	question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, rough, smooth				
	Computing	technology, internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume				

## Expressive Arts and Design

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main theme</b>	<b>Who Am I?</b>		<b>Would You Rather?</b>		<b>Isn't it Amazing?</b>	
<b>Big Questions</b>	Who am I? Why are the leaves falling?	Where am I? What festivals do people celebrate in Autumn/Winter?	What is like to live in the Polar Regions, A rainforest, Desert and At Sea	What is it like to live in Space?  Who lives in Storyland?	How do things change as they grow?	How many legs do insects have? Why do we need to look after 'Our World'?
<b>Educational Programme</b>	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.					
<b>Early Learning Goals</b>	<p><b>Creating with Materials</b> Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being Imaginative and Expressive</b> Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>					
<b>Term Specific Provision</b>	Drawing lines Drawing faces / people Wax crayon rubbings Print – fingers, stampers Paint – setup and use Colour mixing basics Malleable materials – use rolling pins and cutters Use felt tip pens Transient art - sand art Model with construction kits Collage – stick	Drawing with different media Drawing from observation/photos - buildings Print - outlines Paint – different brushes, different surfaces Transient Art – outside using Autumn itmes Malleable materials – roll and shape by hand Use oil pastels Model with construction kits Junk model – join with range of materials	Drawing with charcoal – arctic animals Print – relief printing with rollers Paint - colour mixing Malleable materials – imprint, use mark makers Transient art – glueless collage/loose parts Collage – cut and stick Weaving Consolidate and refine previously taught skills and techniques independently	Drawing with detail Paint – wax resist Print – 3D shapes Junk model – flanges and hinges Weaving Consolidate and refine previously taught skills and techniques independently	Observational drawings - food and plants Paint – using water colour paints Transient art – natural loose parts Sewing Consolidate and refine previously taught skills and techniques independently	Malleable materials – pottery/sculpture Junk model – moving parts Sewing Consolidate and refine previously taught skills and techniques independently
	Possible artist to look at linked to Big Question (suggestion only) ;					
	Picasso (Portraits)	Andy Goldsworthy (Environmental Art)	Henri Rousseau 'Tiger in a Tropical Storm'	Kandinsky 'Concentric Circles'	Guiseppe Arcimboldo 'Vertumnus'	Matisse 'L'Escargot'
	Songs linked to Big Questions – possible ideas					

	Nursery Rhymes Heads, Shoulders, Knees and Toes Baby Shark Tommy Thumb When I was One... Happy and You Know It! Five little Leaves	Row, Row Row your boat Down at the Station Five Little Firefighters The Wheels on the Bus Christmas songs	Down in the Jungle Monkeys on the Bed	Five little Men in a Flying Saucer Twinkle. Twinkle Zoom, Zoom Goldilocks Song	Five Little Speckled Frogs Five Little Ducks Old MacDonald Chick, chick, chick , chick chicken....	One Elephant... There was an old lady who swallowed a fly.. Incy Wincey Spider
<b>Ongoing Provision Throughout Year</b>	Continuous Provision	Learn and practise new vocabulary, sing, dance, make music and perform on their own and in a group, practise and use a range of artistic techniques and skills, use a range of tools, create collaboratively, develop storylines in pretend play, use imagination, role-play Workshop areas both inside and outside				
	Poetry Basket	New poem/rhyme with actions learned each week adding to repertoire. Performed weekly in Friday Assembly.				
	Weekly Singing	Reception singing session once per week – including assembly songs from assembly plan				
	Story/song time	Sing a range of songs/nursery rhymes, understand the structure of stories				
<b>Key vocabulary linked to NC subjects (including but not limited to)</b>	Art	paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, imprint				
	DT	appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe				
	Music	song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style				

Other Linked Documents/Planning/Resources:

- Whole School Curriculum Design Document
- HCPS Early Years Progression towards National Curriculum Document
- Message Centre- Greg Bottrill, Can I Go and Play Now
- Dough Disco , Squiggle –‘Spread the Happiness’, Shonette Bason
- Religious Education:
  - ‘Understanding Christianity’
- Phonics and Early Reading and Writing:
  - Read, Write, Inc. Handbook and Resources
  - Progression in Phonics and Early Reading Document (Dove Academy Trust)
  - ‘The Reading Framework: Teaching the foundations of literacy – July 2021 (DfE)
- Mathematics:
  - White Rose
  - NCETM
  - Number Blocks
  - “What do you notice?”, “What can you see, how do you see it?” – Karen Wilding, EYMaths