Gothic Mede Academy Early Years Knowledge and Skills 26-27

Communication and Language		Nursery – Acorn Class	Reception – Ash and Oak
Listening, Attention and Understanding	**Knowledge and Skills**	· Begin to listen to longer stories and recall some key events · Begin to pay attention to more than one thing at a time · Understand clear 2 step instructions · Understand and answer 'why' questions · Respond appropriately in simple conversation	· Understand the importance of listening and how to do so carefully · Explore new vocabulary and show understanding by using it correctly · Develop social phrases – manners, good morning, how are you? Etc · Ask questions to clarify understanding · Hold a sustained conversation with peers and adults
	Vocabulary	Look, listen, hear, quiet, sound Show me, find, where, who, what, yes, no, same, different	Focus, concentrate, interrupt, wait, memory, silence, question, answer, retell, sentence, vocabulary, conversation
	How it is covered	C&L is interwoven into all elements of the EYFS in each term -Rich language environment. -Listening and engaging in story time daily - Learning Nursery rhymes and Number rhymes - Positive play - Show and Tell - Lift Off to Language -Wellcomm speech and language intervention	C&L is interwoven into all elements of the EYFS in each term -Rich language environment -Listening and engaging in story time and non-fiction texts - Answering and asking Ws questions in whole class reading and PSHE - Learning rhymes, poems and stories - Circle time and emotions activities linked to The Colour Monster - Explicit teaching of new vocabulary in whole class reading - Show and Tell -Wellcomm - speech and language intervention **Forest School**: introduction of, and use of, new vocabulary. Story linked to learning activities/seasons etc, modelling of new skills, sustained conversations with peers working on problem solving etc. The sensory experiences provided by Forest School helps prompt language development.
	Knowledge and Skills	Retell familiar Nursery and Number rhymes · Speak in longer sentences (4 to 6 words)	· Speak in well-formed sentences

Speaking		· Start a conversation and take turns speaking and listening · Use talk to organise their play	· Ask questions using who, what, where, when, why and how · Use taught vocabulary when speaking · Use a growing range of conjunctions in speech to connect ideas (because, but, so) · Develop use of tenses · Describe events with growing detail (may include use sequencing words) · Retell familiar stories · Use talk to explain their thinking and offer explanations
	Vocabulary	Talk, say, tell, copy, listen, look, who? why? word, song, rhyme, story, more. hello, goodbye, please, thank you, my turn, your turn, ask	Explain, describe, question, answer, what, how, who, where?
	How it is covered	C&L is interwoven into all elements of the EYFS in each term - Rich language environment. - Listening and engaging in story time daily - Learning Nursery rhymes and Number rhymes - Positive play - Show and Tell - Lift Off to Language S&L intervention -Wellcomm speech and language intervention	C&L is interwoven into all elements of the EYFS in each term -Rich language environment -Listening and engaging in story time and non-fiction texts - Answering and asking Ws questions in whole class reading and PSHE - Learning rhymes, poems and stories - Circle time and PSHE activities - Explicit teaching of new vocabulary in whole class reading - STEM sentences - maths - Wellcomm- speech and language intervention **Forest School**: introduction of, and use of, new vocabulary. Story linked to learning activities/seasons etc, modelling of new skills, sustained conversations with peers working on problem solving etc.

Personal, Social and Emotional Development		**Nursery – Acorn Class**	**Reception – Ash and Oak**
	Knowledge and Skills	· Follow 2 step instructions	· Begin to moderate their feelings in social situations

Self-Regulation		· Show focus on a member of staff or a peer for a short period of time · Select and choose resources to help them reach a goal · Increasingly follow rules · Develop appropriate ways of being assertive (Stop, I don't like it.) · Begin to describe a recognise simple feelings – sad, happy, angry, worried, tired, scared	· Tolerate delay and show patience for a short period of time · Follow instructions with more than 2 steps · Give focused attention to a staff member managing simple distractions · Express their feelings and develop respect and awareness of the feeling of others · Show growing confidence in trying new activities
	Vocabulary	happy, sad, worried, angry, tired, scared, mine, I can do it, try, finished take turns, listen, share, please, thank you	Values; pride, respect, responsibility, compassion, frustrated, proud, sorry rule, fair, right, wrong, safe, kind, choice, calm, breath, wait friend, co-operate, solve/ fix, eye-contact, take turns, listen, speak
	How it is covered	PSED is interwoven into all elements of the EYFS in each term - Learning about ourselves, our families and our feelings. - Story time - Circle time - Kipsy Caterpillar stories – happy, angry, sad - Daily use of Kipsy Caterpillar to indicate feelings - mindfulness and yoga -Values/ Values tree - Well-being week - Baby star and Superstar scheme	PSED is interwoven into all elements of the EYFS in each term - Kipsy - PSED taught through topic and general daily interactions - learning about ourselves and their feelings. - Daily mindfulness sessions - Yoga sessions -Our school Values - values tree -Wellbeing week Discrete units; Autumn; Kapow Self Regulation; My Feelings Spring; Kapow Being a Good Friend Summer; Kapow Taking on Challenges, Following Rules, Staying Safe When Out **Weekly visits to Forest School** At Forest school, develop a growing awareness of their emotional needs and the needs of others. MIndfulness activity at the end of each session. Persevering parrot - when faced with challenges

Managing Self	**Knowledge and Skills**	· Show more confidence in new social situations ·increasingly independent in meeting his/her own care needs, e.g. brushing teeth, using the toilet, washing and drying his/her hands thoroughly ·Is able to make healthy choices about food, drink, activity and toothbrushing	·View themselves as a valuable individual recognising their strengths · Show resilience when faced with a challenge · Manage their own needs (washing their hands, dressing, toileting, making good food choices) · Explain the reason for rules and actively try to meet them · Recognise the importance of good dental hygiene. Know how to brush their teeth and for how long · Describe some healthy food and drink choices and in simple terms explain why healthy food choices are good for you
	Vocabulary	toilet, wash, dry, soap, healthy, clean, coat, shoes, snack, water bottle, toothbrush, toothpaste	hygiene, germs, exercise, safe, safety, sleep, ill, medicine, dress, button, zip
	How it is covered	PSED is interwoven into all elements of the EYFS in each term ·Circle time · PSED discussions on health and hygiene ·gain independence when using the toilet, wiping, replacing clothes and hand washing - help offered as needed. · work with families to support potty training where required. ·Daily choice of healthy snacks and drinks offered at snack time and lunchtime · regular food preparation and tasting sessions to tie in with celebrations and events · Regular discussions on oral health and hygiene, teaching sessions and tooth brushing sessions, - Well-Being Week -Daily time spent outside using large climbing equipment, bikes etc Daily opportunities provided for exercise.	PSED is interwoven into all elements of the EYFS in each term -Circle time Our school values- values tree - Kipsy - PSED taught through topic and general daily interactions · PSED discussions on health and hygiene ·gain independence when using the toilet, wiping, replacing clothes and hand washing - help offered as needed. ·Daily choice of healthy snacks and drinks offered at snack time and lunchtime · regular food preparation and tasting sessions to tie in with celebrations, events and science · Regular discussions on oral health and hygiene, teaching sessions and tooth brushing sessions, well-Being, weekly PE sessions - exercise and changing -Wellbeing week · Understand the importance of sleep . Being a safe pedestrian . Screen time

			Discrete units; Autumn; Kapow Self Regulation; My Feelings Spring; Kapow Being a Good Friend Summer; Kapow Taking on Challenges, Following Rules, Staying Safe When Out **Weekly visits to Forest School** At Forest school, develop a growing awareness of their emotional needs and the needs of others. MIndfulness activity at the end of each session. Persevering parrot - when faced with challenges
Building Relationships	**Knowledge and Skills**	· Become more confident with others in social situations · Play with one or more children extending and contributing to the play · Begin to share and take turns · Begin to find simple resolutions to problems (take turns being the main character in a role play) · Begin to understand how someone else might feel	· Build constructive and respectful relationships with adults and peers · Consider the perspectives of other people · Work and play cooperatively · Show growing sensitivity to the needs of others · Form positive attachments
	Vocabulary	vocab relating to good listening and speaking skills/ turn taking/ sharing/ problem solving language	Relationships, problems, cooperative, sensitive, eye-contact, take turns, listen, speak
	How it is covered	PSED is interwoven into all elements of the EYFS in each term - celebrating difference and building relationships - Story time - Circle time - Positive play - Planned opportunities for collaborative learning in Continuous Provision --Values/ Values tree - Well-being week - Baby star and Superstar scheme	PSED is interwoven into all elements of the EYFS in each term -- Kipsy - PSED taught through topic and general daily interactions - celebrating difference and building relationships - - Being a good talk partner - Circle time - Positive play - Planned opportunities for collaborative learning in Continuous Provision - Our school values- values tree -Wellbeing week

			Weekly visits to Forest School Collaboration with peers Positive interactions with adults outside of the classroom environment

Physical Development		**Nursery – Acorn Class**	**Reception – Ash and Oak**
Gross Motor Skills	**Knowledge and Skills**	· Use alternate feet to climb up apparatus or stairs · Change direction on trike · Demonstrate control on a balance bike using alternate feet and be able to change direction · Hold a position (balance) during games such as on one leg · Travel by hopping · Show control over the body to quickly stop and start movements such as walking, crawling and running · Move their body to music and follow instructions to move to the rhythm of the music (gallop, slither etc) Copy the adult · Make a choice about how to move across an object e.g. walk, hop, crawl across a plank or beam · Work with others to move objects safely such as wooden plank **Autumn PE lessons;** Exploring the Hall/ Moving in Different Ways Stop and Go Games **Spring PE lessons**; Parachute Games Healthy Movers **Summer PE lessons**; Outdoor Games/ sports day	· Become more confident and precise in the following movements and begin to combine them: Walking – travelling confidently in different directions including backwards Running – showing an understanding of how to increase speed and slow speed down Crawling – coordinating 4 limbs simultaneously, able to travel forwards and backwards in straight lines, commando crawl Jumping - showing control when landing on two feet. Beginning to swing arms to jump further Skipping – showing coordination to move with increasing speed Climbing – understand the need to check footing and hand grips. · Show coordination in reaching a goal – traversing along a plank, climbing to the top of a climbing frame. · Negotiate space and obstacles safely · Demonstrate good balance · Begin to understand the effects exercise can have on the body · Show good posture when sitting at a table · Throw and catch the same object · Throw balls, beanbags at targets · Roll and pass balls to a partner showing good aim and the ability to stop a ball · Begin to ride a two-wheel bike with stabilisers **Autumn Term** Premier Sport Theme;

		Yoga	Time Travel Adventure (Premier Sport) Space Explorers (Premier Sport) **Spring Term** Premier Sport theme; Jungle adventure (Premier Sport) Sporty Superheroes (Premier Sport) **Summer Term** Premier Sport theme**;** Beach Trip (Premier Sport) Sports day preparation (Premier Sport)
	Vocabulary	walk, hop, crawl, jump, throw, move, stop, start, balance, turn, stretch, bend, direction. dance, march, clap Body; hands, feet, head, toes, knees Spatial; under, over, through, inside, outside, next to, up, down	Skip, gallop, slither, leap, target, aim, strike, bounce, pedal, direction, fast, slow, speed, control, steady, heavy, light Body; heart, muscle, bone, breathe, exercise, sweat, warm, rest
	How it is covered	**Autumn**: Explore moving our bodies in different ways – skipping, crawling hopping, jumping, and landing on two feet Move their body to music, showing control when to stop and start Move their body to music and follow instructions to move to the rhythm of the music (gallop, slither etc) Copy the adult **Spring**: Safely move equipment Stop and start on a tricycle Explore using a balance bike with alternative feet, steering around a simple route Gain confidence using alternate feet on a balance bike Make a choice about how to move across an object e.g. walk, hop, crawl across a plank or beam. Move across obstacles in the Playground **Summer**: Begin to explore space, recognising the position of their body in relation to others	**Weekly visits to Forest School - outdoor play/ movement, tree climbing, building, tool use** **Weekly Get Set 4 PE scheme lessons** **Autumn**: Explore travelling in different directions changing speed and movement to avoid obstacles by crawling, running, walking, skipping, hopping and jumping Roll and stop balls Spatial awareness Begin to throw and catch the same object (bean bags, then balls) **Spring**: Demonstrate good balance when travelling under, across and over objects Jump from equipment landing safely on two feet Combine movements to music Throw objects at targets with increasing accuracy **Summer**: Develop speed when running Compete in a wider variety of races, following instructions and moving at speed Show control over a ball when using their feet or a bat. Pass a ball to a partner Develop jumping technique to jump further **Weekly visits to Forest School**

		Compete in simple races – running at speed, following instructions to complete an obstacle course Begin to roll and stop a ball **Disco Duck sessions (EYPP dependent)**	Activities include: Tree climbing, slack lining, creating obstacle courses using logs etc, den building
Fine Motor Skills	**Knowledge and Skills**	· Use one-handed tools such as paintbrushes, pencils and scissors · Make snips in paper using scissors · Snips paper moving scissors forwards · Begins to cut in a line holding the paper with their nondominant hand · Show a preference for a dominant hand · Progress towards holding a pencil with a modified tripod grip to show increasing control · Demonstrate growing independence putting on a coat and shoes, begin to do up zips and poppers · Begin to use a knife and fork	· Show growing competence using a range of tool safely and confidently: - Scissors – moving wrist and hands to cut (not arms) with growing accuracy along curved, straight and zig zag lines Cutlery – use both knife and fork simultaneously Paintbrush – make a range of marks – dot, dash, continuous lines, straight and curved marks, show control staying within lines · Use the tripod grip to hold a pencil for writing · Show increasing accuracy when forming letters · Demonstrate increasing accuracy and care when drawing to create identifiable representations
	Vocabulary	pinchy fingers, snip, cut, thread, pour, roll, scoop, build, grip, control	Grip, hold, scissor, cut, twist, squeeze, press, trace, write, curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture
	How it is covered	Fine Motor skills are taught continuously throughout the year; · Daily Finger Gym session · opportunities to practise daily in Continuous Provision; e.g; threading, pincer movements, playdough, peg boards, puzzles Cutting skills - snips and straight lines · Dough Disco · Free access to the mark making area · Mark making and early writing promoted throughout topics **Disco Duck sessions (EYPP dependent)**	Fine Motor skills are taught continuously throughout the year and throughout topics; · Daily Finger Gym session · opportunities to practise daily in Continuous Provision; e.g; threading, pincer movements, playdough, peg boards, puzzles, multi-link Cutting skills - straight lines and zig zag straight lines, moving to curved lines. · Dough Disco · Free access to the mark making area · Writing promoted throughout topics - Discrete planned handwriting sessions using the **Handwriting** **Autumn; Phonics sessions;** Letter formation for individual letters is taught alongside the ELS scheme (see phonics section) **Handwriting sessions using Letterjoin scheme;** Dough Disco, pre letter formation shapes; circles, spirals,

			horizontal/ vertical/ diagonal lines, zig zags, loops, starts, continuous patterns **Spring; Phonics sessions;** Letter formation for individual letters is taught alongside the ELS scheme (see phonics section) **Handwriting sessions using Letterjoin scheme;** Letter families; Easy families; i,l,t u,w,e c,o a,d n,m,h Harder families; j,y g,q b,p,k v,s,r f,z,x **Summer** **Phonics sessions;**Letter formation for individual letters is taught alongside the ELS scheme (see phonics section) **Handwriting sessions using Letterjoin scheme;** Review and consolidation of easy and hard families formation Capital letter formation Learn formation of capital letters and numbers 0 - 9 **Weekly visits to Forest School** Activities include: building, tool use, creative art activities

Literacy		**Nursery – Acorn Class**	**Reception – Ash and Oak**
Comprehension	**Knowledge and Skills**	· Engage in conversations about stories they have listened to – express simple likes and dislikes · Retrieve answers from a story answering what and who questions · Learn new vocabulary linked to stories, rhymes, non-fiction and poems · Join in with repeated refrains in familiar stories	· Retell key events in familiar stories · Answer who, what, where, when and why questions about familiar stories · Identify the characters in stories – heroes, villains · Begin to learn new vocabulary linked to stories, rhymes, non-fiction and poems and use in speech, such as during role-play · Begin to make simple predictions about what might happen next in stories · Begin to sequence key events in stories
	Vocabulary	Story, book, page, song, rhyme, draw, turn (the page), front, back, open, close, look, picture,	Beginning, middle, end, title, author, illustrator, setting, plot, event.

		Story, character, what happens next, the end who, why?	Predict, guess, why, how, because, retell, act out, favourite part. Non-Fiction: Fact, real, information, contents page, heading.
	How it is covered	Daily (or more) story sessions in Nursery. Children will always have the opportunity to retell focus stories for the week during small-world role play in Continuous Provision **Autumn**: Join in with repeated refrains in shared familiar stories Express simple likes about a shared story Texts; We're Going on a Bear Hunt, Bear Snores On, Pumpkin Soup, Deepal's Diwali, Bonfire Night NF, Sparks in the Sky, various versions of Nativity story. **Spring**: Answer who and what questions linked to stories shared. Express simple likes and dislikes about a shared story Texts; Stickman, Polar Animals NF, Chinese New Year story, Kipsy caterpillar stories, Supertato and Supertato series books, Everything Spring NF, Spot Loves his Mum, My Mum **Summer**: Answer who and what questions linked to stories shared Express simple likes and dislikes about a shared story Use new vocabulary in their play and in conversations Texts; There's a Triceratops in the Treehouse, Harry and Bucketful of Dinosaurs, Eid NF, Dinosaurs Love Underpants, What the Ladybird Heard, My Dad, Tiddler, Ocean Odysey, The Portside Pirates,	Twice daily story time using planned high quality texts. Including discussion, targeted questioning and opportunities to build on prior learning and develop vocabulary. Texts include links to enable exploration of elements of UTW. **Autumn -** All About Me - Peepo, Old Bear, The Family Book, Autumn/ Harvest - Little Red Hen, Little Red Hen Makes a Pizza Journeys - Mr Gumpy's Motor Car, Rosie's Walk Celebrations - Little Glow, The Jolly Christmas Postman **Spring -** Traditional Texts - Little Red Riding Hood (retelling stories/ sequencing, predictions etc), different version used. Dinosaur topic - DK First Facts Dinosaurs book (features of NF texts) **Summer -** Growing/ Life cycles - Jack and the Beanstalk, Jasper's Beanstalk. Oliver's Vegetables, Oliver's Fruit, The Very Hungry Caterpillar Seaside Holidays - **Fortnightly visits to Forest School** Activities include:links to stories learnt in class (e.g reenacting Little Red riding hood), dressing up clothes, story stones, story spoons, journey sticks then used time connectives to tell journey
	Knowledge and Skills	· Listen carefully and discriminate between sounds	· Know the sounds for individual letters · Blend sounds in words to read short words containing taught GPCs ·

Word Reading		· Recognise that print has meaning and that it can be used for different purposes · Develop book handling skills - recognising that we read left to right, top to bottom. Turn pages with care and name the different parts of a book – pages, front cover, back cover. Know pages have an order. · 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 cat and cup	Recognise taught digraphs and trigraphs from Phase 2, 3 and 4. Read short words containing them · Read harder to read and spell words for the corresponding Phases. Read aloud simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words
	Vocabulary	phonics, listen, hear, sound, rhythm, tap, clap, syllable, robot arms, blend	phonics, phoneme, grapheme, digraph, trigraph, sound talk/ robot arms, blend, segment, harder to read and spell words, Harder to Read and Spell Word (HRSW)
	How it is covered	**Daily group sessions using ELS Phonics scheme** **Autumn & Spring**: Develop book handling skills Phase 1 activities – developing listening and attention skills. ELS Phonics; **Autumn;** Aspect 1 General Sound Discrimination – Environmental Sounds Aspect 2 General Sound Discrimination – Instrumental Sounds Aspect 3 Body Percussion Aspect 4 Rhythm and Rhyme Aspect 5 Alliteration Aspect 6 Voice Sounds Spring; Aspects 1- 7 – continued Spring 1; Developing an auditory awareness of; s, a, t, p, i, n Spring 2; Developing an auditory awareness of; m, d, g, o, c, k **Summer**: Aspects 1- 7 – continued	Daily Whole Class Phonics session using ELS Scheme including practise of harder to read and write words. **Autumn** 1 - Read individual letters by saying the sounds for them. **ELS Phase 2:** s, a, t, p i, n, m, d HRS: I, the, no g, o, c, k HRS: put, of, is ck, e, u, r HRS: to, go, into s, ss HRS: pull h, b, f, ff, l, ll HRS: as, his **Autumn 2** - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. **ELS Phase 3:** j, v, w, x HRS: he, she, buses y, z, zz, qu, ch HRS:we, me, be sh, th (voiced and unvoiced), ng, nk HRS: push ai, ee, igh, oa HRS:was, her -es (where there is no change to the root word) HRS: my, you

		Summer 1; Developing an auditory awareness of; e, u, r, h, b, f, l Summer 2; Developing an auditory awareness of; j, v, w, x, y, z, qu	**Spring 1** - Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. **Phase 3-4:** oo ar, ur, oo (food), or HRS: they, all, are ow, oi, ear, air ure, er, ow HRS:ball, tall HRS:when, what **Spring 2 –** Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. **Phase 3-4:** Review of sounds learnt so far HRS: said, so, have HRS: were, out, like HRS: some, come, there HRS: little, one, do HRS: children, love **Summer 1** - Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. **Phase 4:** cvcc, -ed (ed) ccvc, -ed (t) ccvcc, -ed (d) ccvc ccvcc, -er, -est

			Summer 2 - Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. **Phase 5:** /ai/ - ay /ow/ - ou /igh/ - ie /ee/ - ea -le HRS: oh, their /oi/ - oy /ur/ - ir /(y)oo/ - ue /or/ - aw HRS:people, Mr, Mrs /w/ - wh /f/ - ph /(y)oo/ - ew /oa/ - oe HRS:your, ask, should /or/ - au /ee/ - ey /ai/ - a-e /ee/ - e-e HRS: would, could, asked HRS: house, mouse, water /igh/ - i-e /oa/ - o-e /(y)oo/ - u-e /s/ - c HRS: want, very **Weekly visits to Forest School**

			Activities include:word building using sounds on logs
Writing	**Knowledge and Skills**	·Ascribe meaning to marks · Make marks during play · Form different movements using fine-motor skills – straight lines, diagonal lines, circles, spirals, clockwise and anti-clockwise movements · Begin to form recognisable letters · Learn to write their name	·Form lower-case and capital letters correctly · Spell words by identifying the sounds they can hear and then recording the sound with a letter or letters · Write short sentences with words with known GPCs using a capital letter and full stop. · Write short phrases and sentences that can be read by others · Begin to re-read what they have written to check that it makes sense
	Vocabulary	Mark, scribble, draw, straight lines, zig-zag lines, circles, spirals, pattern, paint, chalk, pencil, paint brush	Lower-case, capital letters, formation, finger spaces, full stops, digraphs, trigraphs, sound fingers, letter, word, phrase, sentence, spell, sound mat, pencil grip, line, tall letter, short letter, tail.
	How it is covered	- Mark making activities available daily in Continuous Provision - Dough Disco to strengthen fine motor skills - Daily Finger Gym sessions **Autumn**: intentionally use mark making tools to create marks e.g; crayons, pens, sticks in mud Beginning to develop tripod grip Experiment with different types of marks; straight, wavy and curved lines Write name in cards with help. **Spring**: Daily name writing practise Develop meaningful mark making. Understand that marks have meaning and begin to use marks as symbols Use a static tripod or quadropod grasp with movement coming from the wrist Talk about what they are going to draw before beginning Know the difference between a word and a picture Begin to form first initial and some other letters of first name – attempt to name own work	**Handwriting** **Autumn; Phonics sessions;** Letter formation for individual letters is taught alongside the ELS scheme (see phonics section) **Handwriting sessions using Letterjoin scheme;** Dough Disco, pre letter formation shapes; circles, spirals, horizontal/ vertical/ diagonal lines, zig zags, loops, starts, continuous patterns **Spring; Phonics sessions;** Letter formation for individual letters is taught alongside the ELS scheme (see phonics section) **Handwriting sessions using Letterjoin scheme;** Letter families; Easy families; i,l,t u,w,e c,o a,d n,m,h Harder families; j,y g,q b,p,k v,s,r f,z,x **Summer** **Phonics sessions;**Letter formation for individual letters is taught alongside the ELS scheme (see phonics section) **Handwriting sessions using Letterjoin scheme;** Review and consolidation of easy and hard families formation Capital letter formation Learn formation of capital letters and numbers 0 - 9

		Summer: Begin to imitate the act of writing e.g writing a shopping list Attempt to write name, forming some letters correctly. Begin to form some other letters correctly Begin to write with a purpose – invitation, card, letters, booklets Use a tripod grip with movement from wrist or fingers. Adult will act as scribe, modelling the process of sounding out a word and writing down the corresponding letters.	Planned Writing sessions; Daily writing opportunities ELS Apply sheet Daily - planned, linked writing opportunities in Continuous Provision **Autumn -** Mark making, pencil grip, name writing, forming each letter, practising writing cvc words, working towards writing a simple list for Father Christmas. **Drawing Club**; Farmer Duck, Funnybones, Little Red Hen, Little Red Hen Makes a Pizza, Rosie's Walk **Spring -** Little Red Riding Hood lists/ basic sentences of what's in her basket/ sequencing a part of the story Labelling Non-fiction; labelling a picture, short caption writing, sentence writing - produce dinosaur books **Summer -** Bean planting instructions, labelling life cycles, writing about lifecycles, writing about growing and changing Around the World - Write a postcard, describe an environment **Weekly visits to Forest School** Activities include:word building using sounds on logs **Handwriting** **Autumn; Phonics sessions;** Letter formation for individual letters is taught alongside the ELS scheme (see phonics section) **Handwriting sessions using Letterjoin scheme;** Dough Disco, pre letter formation shapes; circles, spirals,

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Mathematics		**Nursery – Acorn Class**	**Reception – Ash and Oak**
Number & Numerical Pattern	**Knowledge and Skills**	· Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). · Count accurately beyond 5 · Touch-count accurately within 5 · Know that the last number reached when counting a small set of objects tells you how many there are in total · Represent numbers on fingers up to 5 · Links numerals to amounts within 5 · Solve real-world problems with numbers to 5 · Compare quantities using 'more than', 'less than' · Explore representing numbers through marks as well as numerals	Count objects, actions and sounds · Subitise to 5 and extend to 10 · Link numerals to their cardinal value · Accurately count beyond 10 · Compare numbers within 10 using the language of 'more than', 'less than', 'fewer', 'the same as', 'equal to'. · Find one more and one less than a given number within 10 · Explore the composition of numbers to 10 · Recall number bonds to 5 (including subtractions facts) · Recall most number Bonds to 10 · Recall doubles to double 5 · Verbally count beyond 20, recognising the pattern of the counting system;

		· Count accurately beyond 5 · Compare quantities using more than and less than	· 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
	Vocabulary	Zero, one, two, three, four, five, count, number, numeral, more than, less than, total, altogether	Zero to twenty, numeral, total, altogether, how many, subitise, estimate, number sentence, part part whole, split, share, pair, double, half, equal, unequal, more than, fewer than, greater, less, equal to, the same as, most, least, add, plus, takeaway, subtract, minus, total, left over, dice pattern, group, set, arrangement, 5 frame, 10 frame, Rekenrek
	How it is covered	Daily maths sessions - Master the Curriculum scheme linked to White Rose. **Autumn;** **Number songs**: 1,2,3,4,5 Once I caught a Fish Alive, Zoom, Zoom, 1,2 Buckle my Shoe, Hickory, Dickory Dock, 5 Currant Buns, 5 Little Monkeys, 5 Green Bottles **Topics;** Colour - Colours • Red • Blue • Yellow Colours • Green • Purple • Mix of colours Match • Buttons and colours • Matching towers • Matching shoes Match • Match number shapes • Match shapes • Pattern handprints – big and small, Sort • Colour • Size • Shape Sort • What do you notice? • Guess the rule • Guess the rule, Number 1 • Subitising • Counting • Numeral Number 2 Subitising dice pattern Subitising random pattern Subitising – different sizes Number 2 • Counting • Numeral • Numeral Pattern • Extend AB Colour patterns • Extend AB Outdoor Patterns • AB Movement Patterns • Fix my Pattern • Extend ABC Colour patterns • Extend ABC Outdoor Patterns **Spring** –	Daily maths sessions - morning maths linked to White Rose shown below. Daily maths fluency sessions using NCETM mastering number covering subitising, cardinality, ordinality, counting, composition and comparison. **Autumn 1 –** **Just like me:** **Number:** Match and sort Compare amounts **It's me - 1, 2, 3!:** **Number:** Representing 1, 2,& 3 **Autumn 2** - **It's me - 1, 2, 3! (continued):** **Number:** Comparing 1, 2,& 3 Composition of 1, 2,& 3 **Light and dark:** **Number:** Representing numbers to 5 One more and one less **Spring 1** - **Alive in 5** **Number:** Introducing zero

		Summer; Number 3 Subitising Subitising Subitising Number 3 3 Little pigs 1:1 counting Numerals/Triangles Number 4 1:1 counting Numerals Squares/rectangles Number 4 Composition of 4 Composition of 4 Composition of 4 Number 5 1:1 counting Numerals Pentagon Number 5 Composition of 5 Composition of 5 Composition of 5 Consolidate 1 - 5 Number 6 Introduce 10 frame Height & Length • Tall and short • Long and short • Tall/long and short Mass Relate to books 3 little pigs goldilocks Capacity **Summer -** More than/fewer than One more One less Shape – 2D Revisit pattern from Autumn Shape – 3D Revisit pattern from Autumn Consolidation: More than/fewer one more and one less Number composition 1 – 5 Revision Night and Day Order events in their day at nursery Order events in their day at nursery What happens day/night Positional Language	Comparing numbers to 5 Composition of 4 and 5 **<u>Growing 6, 7, 8</u>** **Number:** 6, 7 and 8 Making pairs Combining 2 groups **Spring 2** - **<u>Building 9 and 10</u>** **Number:** 9 and 10 Comparing numbers to 10 Bonds to 10 **Summer 1** - **<u>To 20 and beyond</u>** **Number:** Building numbers beyond 10 Counting patterns beyond 10 **<u>First then now</u>** **Number:** Adding more Taking away **Summer 2 -** **<u>On the move</u>** **Number:** Deepening understanding Patterns and relationships **Weekly visits to Forest School** Activities include: collecting and counting natural objects, subitising in the natural environment, bird watching and keeping a tally, estimating and measuring.
	Knowledge and Skills	· Understand key words that can describe their position – prepositions (off, up, down, under, above, besides) · Describe a short, familiar route using positional language · Extend and create ABAB patterns · Use some sequencing language to describe an event ‘first, ‘next’, ‘last’ · Combine shapes to create new ones – a rectangle and a semicircle to create an arch · Make simple comparisons between objects relating to size, length,	Select, rotate and manipulate shapes in order to develop spatial reasoning skills recognising how several shapes can be combined · Compose and decompose shapes · Discuss the properties of common 2D shapes – circle, triangle, square, rectangle, pentagon, semi circle · Recognise and name common 3D shapes and begin to discuss their properties – pyramid, sphere, cube, cuboid, cylinder · Continue, copy and

Numerical Pattern		weight and capacity using key language to compare two or three items · Recognise and name 2D shapes in different orientations – triangle, circle, square and rectangle. Know how many corners they have · Recognise that 3D shapes are solid.	recreate patterns with different rules (ABAB,ABBA, AABB, ABBC) ·Compare length, weight and capacity using ley language. Order 4 or more objects by length, weight or capacity
	Vocabulary	Big, small, long, short, heavy, light, empty, full line up, same, different, fits, too big, too small. Next, then, last 2D shape, circle, triangle, rectangle, square, corners, sides, straight, flat, round, curved Day, night, morning, afternoon In, on, under, up, down, across, in front, behind	Pattern, repeat, copy, continue, next, before, after, between, missing number. Even, odd, count in twos, count in tens, forwards, backwards. First, second, third, last, order, smallest to largest. Length, long(er/est), short, weight, heavy, light, capacity, full, empty, half full, nearly empty, nearly full pattern, repeating, flat, corners, sides, straight, curved, 3D, solid, face, edges, vertices, cone, cube, cuboid, cylinder, pyramid, sphere
	How it is covered	Daily maths sessions - Master the Curriculum scheme linked to White Rose. **Autumn - c**olour, match, sort, pattern **Spring -** triangles, squares, rectangles, pentagon, height/ length - tall/ short, long/ short, mass, capacity **Summer** - 2-D shape, 3-D shape, pattern, night and day, positional language,	**Autumn 1 –** **<u>Getting to know you:</u>** Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language **<u>Just like me:</u>** **Measure, shape and spacial thinking:** Compare size, mass and capacity Exploring pattern **<u>It's me - 1, 2, 3!:</u>** **Measure, shape and spacial thinking:** Circles and triangles Positional language **Autumn 2** - **<u>It's me - 1, 2, 3! (continued):</u>** **Measure, shape and spacial thinking:** Circles and triangles Positional language **<u>Light and dark:</u>** **Measure, shape and spacial thinking:** Shapes with four sides Time **Spring 1** - **<u>Alive in 5</u>**

			Measure, shape and spacial thinking: Compare mass Compare capacity **<u>Growing 6, 7, 8</u>** **Measure, shape and spacial thinking:** Length and height Time **Spring 2** - **<u>Building 9 and 10</u>** **Measure, shape and spacial thinking:** 3D shape Pattern **Summer 1** - **<u>To 20 and beyond</u>** **Measure, shape and spacial thinking:** Spatial reasoning Match, rotate, manipulate **<u>First then now</u>** **Measure, shape and spacial thinking:** Spatial reasoning Compose and Decompose **Summer 2** - **<u>Find my pattern</u>** **Measure, shape and spacial thinking:** Spacial reasoning Visualise and build **<u>On the move</u>** **Measure, shape and spacial thinking:** Spatial reasoning Mapping **Weekly visits to Forest School** Activities include: collecting and counting natural objects, subitising in the natural environment, bird watching and keeping a tally, estimating and measuring.

Understanding the World		Nursery – Acorn Class	Reception – Ash and Oak
Past and Present	**Knowledge and Skills**	· Begin to make sense of their own life-story and family history	· 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.
	Vocabulary	jobs, differences, similarities, countries, world, land, sea, place, visit, travel, house, map, journey	Similar, different, country, world, map, religion, belief, community, celebration, family, church, mosque, temple, synagogue Map, community, environment, job, uniform, vehicle, address,
	How it is covered	**Autumn –** Me! – Understand their place in their family and who their immediate relatives are. All About Me books – talking about family members and past events. Autumn – seasonal changes Nursery Rhymes - discussing origins of words/ talking about past times **Spring –** Winter and spring weather observations and seasonal changes Nursery Rhymes - discussing origins of words/ talking about past times Mother's Day Easter **Summer -** •Father's Day Transition and changes Nursery Rhymes - discussing origins of words/ talking about past times	**Autumn -** All About Me. Peepo/ Old Bear Journeys - visit from vintage car, Mr Gumpy's Motor Car **Spring -** Stories set in the past- comparing and contrasting, Nursery Rhymes - discussing origins of words/ talking about past times **Summer -** Growing and Changing - baby- toddler- child- adult Concept of past, now and future Seaside holidays - compare and contrast seaside holidays in the past with now.
	Knowledge and Skills	· Show an interest in different occupations and recognise people who can help them – emergency services etc. · Continue to develop positive attitudes about the differences between people	Recognise some similarities and differences between life in this country and life in other countries. · Talk about members of their immediate family and community Name and describe people who are familiar to them · Draw information from a simple map. Use a simple key and add features to a map · Understand that some

People, Culture and Communities		· Know that there are different countries in the world and talk about differences they have seen or experienced	places are special to members of the community · Recognise that people have different beliefs
	Vocabulary	jobs, differences, similarities, countries, world, land, sea, place, visit, travel, house, map, journey	Similar, different, country, world, map, religion, belief, community, celebration, family, church, mosque, temple, synagogue Map, community, environment, job, uniform, vehicle, address,
	How it is covered	**Autumn-** •Talking about family and events in own life •Learning and using vocabulary to talk about family and talk about festivals that the family celebrate •Learning about festivals and how they are celebrated – Harvest, Diwali, Christmas • Anti-bullying week **Spring -** •Learning about festivals and how they are celebrated - Chinese New Year •Mother's day customs and celebrations •Easter customs and celebrations Superheroes – including real life superheroes and people who help us. **Summer -** •Earth Week- Caring for our environment. Litter picking, recycling, planting, turning off lights and taps, reduce, reuse, making bird feeders •Learning about festivals and how they are celebrated – Eid • Jobs down on the farm.	**Autumn - Celebrations;** Bonfire Night, Harvest, Diwali, Hanukkah, Christmas, Remembrance Anti-bullying week All about me - my family Journeys - Features of a map **Spring - Celebrations;** Burns Night, Chinese New Year, Easter, **Summer - Celebrations;** Eid, St George's Day, All Around the World, Seaside Holidays **Weekly visits to Forest School**
The Natural World	**Knowledge and Skills**	· Use their senses to practically explore natural materials · Explore collections of materials with similar or different properties · Talk about changes to materials · Plant seeds and take care of plants	· Recognise some similarities and differences between life in this country and life in other countries. · Explore the natural world around them. · Use their senses to describe the natural world around them

		· Understand the key features in the life cycle of a plant and an animal · Recognise the need to care for the natural world · Explore and talk about different forces	· Recognise some environments that are different to the one we live in · Understand the effect of the changing seasons on the world around them
	Vocabulary	Touch, feel, look, listen material, animal, bird, insect, plants, seeds, water, alive, young, old, spring, summer, autumn, winter, sun, rain, wind, cloud, snow, hot, cold, splash, light, dark, heat, melt, ice, hot, cold, soft, hard, look, push, pull, stretch	Seed, bulb, root, stem, petal, soil, hatch, cocoon, caterpillar, frogspawn, life cycle, habitat, nest, hive, pond, woods, ocean, jungle, wild, tame, survive, nature, seasons, freeze, melt, weather forecast, change, shadow, float, sink, magnet, attract, dissolve, solid, liquid, explore, observe, texture. **Forest School;** boundary, fire circle, safety zone, hazard, risk. Fire Safety: Spark, embers, smoke, extinguish, safe distance. Respect, listen, caution, protection, gloves. Tools & Crafting; Mallet, bow saw, loppers, potato peeler, tarp, shears, pegs, rope, twine, knot, bungee, cord, saw, whittle, peel, snip, hammer, tie, bind.
	How it is covered	**Autumn -** •Autumn nature collections Autumn changes – trees, weather, hibernating animals •Bear Hunt - different environments, weathers and forces **Spring -** •Winter weather – freezing and melting •Dressing for the weather •How animals keep warm •Waterproofing investigation • The Arctic/ Antarctic - weather, animals, clothing • Science Week – Colour • Easter/ melting chocolate **Summer** •Planting seeds and bulbs- Garden Centre	**Fortnightly visits to Forest School;** seasonal changes, exploration of natural world, weather, habitat, animals, plants, natural materials **Autumn -** *Investigating Autumn & Harvest* Little Red Hen - pizza and dough making **Spring -** *Healthy, happy me* *Colour,* *Science Week - Change and Adapt* *Dinosaurs* **Summer -** planting, life cycles, seaside holidays, All Around the World - investigating different climates, habitats and plants/ animals

		•Caring for our environment. Litter picking, recycling, planting, turning off lights and taps, reduce, reuse, making bird feeders • Supertato book series – freezing and melting, sinking and floating, absorbency, constructing a trap for Evil Pea, decaying vegetables -Under the Sea - what lives under the sea? Submarines. Pirates, treasure maps	

Expressive Art and Design		**Nursery – Acorn Class**	**Reception – Ash and Oak**
Creating with Materials	**Knowledge and Skills**	· Join different materials together using tape and glue, paperclips, fasteners etc. · Make choices about which materials to use when creating · Create closed shapes with continuous lines when drawing to represent objects · Begin to include details on their drawings – eg an enclosed circle for a face with an attempt at features · Represent feelings, noises, movements through drawing · Explore colour mixing with paint	·Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function · Share their creation and explain the process they have used · Make use of props and materials when role playing characters in narratives and stories. · Begin to refine techniques to express their ideas and feelings · Create collaboratively to share ideas and skills
	Vocabulary	Scissors, glue, tape, brush, fingers, cut, stick, push, pull. Paint, playdough, paper, card, box, clay, wet, dry, soft, hard. Red, yellow, blue, green (basic colours), bright, dark, shape, model.	Mix, blend, shade, texture, weave, sculpt, sew, portrait, construct, attach, paint palette, easel, masking tape, clay tools, fabric, recycled materials, idea, plan, build, design, change, fix, join, safe tools, sturdy, proud,
	How it is covered	Construction, fine motor, creative and role play activities are always available in Continuous Provision to allow pupils to explore a range of materials. **Autumn** – •Self Portraits – draw a face shape and add shapes to represent features.	Construction activities are always available during Continuous Provision. Pupils are encouraged to explore their own interests as well as solving challenges linked to focus texts. Pupils are taught to combine materials and explore attaching them in different ways to solve a problem. A variety of creative activities such as painting, collage and providing a range of musical instruments are used to enhance the continuous provision so that children

		•Tool bench – explore different materials and begin to use fastenings such as nails. •We're Going on a Bear Hunt – role play/ act out story, create textured pictures for display •Autumn - leaf printing, collage •Firework printing paintings •Diwali art - clay pots, patterns and colourful decorations •Poppy Day - printing •Christmas cards, calendars, decorations ● Christmas performance **Spring -** •Drawing skills - favourite Christmas present •Make a Stickman using sticks •Paper craft/ folding - Chinese dragons •Improving drawing & colouring skills •Joining techniques for model making •Superheroes - design and make capes and masks, choose and attach materials to make a super veggie. •Mother's day cards and craft, Easter crafts and art, Mother's day poems •Explore colour and colour-mixing - Science Week **Summer –** •Earth week - junk modelling design and fixing techniques, natural material collages Summer - display - collage techniques •Under the Sea - drawing and painting sea creatures, mixing colours to make sea shades, wax resist technique for fish decorating, making pirate treasure maps •Representing emotion in pictures - happy, sad, cross	are able to express their own ideas and build on prior knowledge. A range of small world resources and dressing up clothes are always available during continuous provision that children use for role play **Autumn:** ● Kapow Self portraits- using mixed media chld create their own independently ● Autumn collage ● Remembrance- Poppy painting ● Forest school- Kapow Outdoor Painting unit; journey sticks/painting stones/snowmen decorations/colour mixing ● Little Red Hen - role playing using props/puppets ● Transport - challenges include - create a vehicle ● Diwali/Bonfire Night - firework pictures using a range of media Kapow – printing unit ● Christmas cards / display ● Calendars ● Christmas Performance ● Dance & Music lessons using school agreed syllabus **SPRING** ● New Year collage ● Seasonal – winter art ● Kapow – 3D Sculptures unit. Sculpting dinosaurs with clay ● Dance & music lessons ● Chinese New Year roleplaying ● Little Red Riding Hood role play using props/puppets/dressing up ● Mothers Day cards ● Forest school ● Burns night - collage/weaving ● Traditional tales -build a bridge for the three billy goats gruff/ chair for baby bear

			● Three Billy goats Gruff roleplay ● Making habitats ● Easter activities **Summer** ● Dance & music lessons ● Observational drawings – using pencil ● JS Lowry – learn about artist and recreate pictures in the style. Pastel on canvas. ● Frida Kahlo – learn about artist and recreate pictures in the style. Collage ● Jack and the Beanstalk roleplay using puppets/props, Can you build a castle?, Can you build something to help Jack get down from the castle? ● Oliver's Vegetables- Creating a food rainbow ● Father's day cards **Weekly visits to Forest School:** creative activities including stone decorating, christmas wreaths, pumpkin carving
Being Imaginative and Expressive	**Knowledge and Skills**	· Take part in pretend play imagining objects are other things from their experiences · Begin to make their own small worlds to act out storylines · Listen with increasing attention · Respond to what they hear expressing simple feelings and thoughts · Remember and sing entire songs – such as Nursery rhymes, days of the week songs etc. · Sing to match the pitch and tone of another person · Create their own songs or improvise around a song they know · Play instruments to express their feelings and ideas	· 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. · Listen attentively to music and move their body to express their response · Express their feelings about dance and performance art · Sing in a group or on their own, increasingly matching the pitch and following the melody · Develop storylines in play · Compose music and dance both alone and in a group
	Vocabulary	Pretend, dress up, costume, house, shop, cook, make-believe.	Character, role, prop, setting, stage, audience, script, voice, movement, expression, rhythm, beat, tempo (fast/slow), pitch (high/low), volume, melody, perform,

		Song, sing, music, instrument, drum, shaker, loud, quiet, fast, slow, dance.	instrument names (e.g., maracas, triangle, tambourine), imagination, feeling, create, respond, describe, prefer.
	How it is covered	During Continuous Provision, there is always opportunity to develop storylines through play in role play areas, small world areas and construction both indoors and out. Phonics sessions have a weekly focus on voice and instrument sounds, rhythm and body percussion **Autumn -** •We're Going on a Bear Hunt – join in with repeat refrains/ role play/ act out story, small world retelling •Autumn - Autumn Leaves Song and Squirrel song, using instruments to tap rhythm. •Learning and performing Harvest songs, developing rhythm •Firework movement & music •Diwali music and dance •Making shadow puppets & music for them to dance to •Christmas songs and dances for performance **Spring –** •Chinese new year music and movement -Listen to and recreate music for Chinese New Year/ use instruments with increasing control/ make up dances to match music •Spring - Mother's day poems •Spring Music – instruments • Copy rhythmic patterns **Summer –** •Under the Sea - animal songs and movement.	During Continuous Provision, there is always opportunity to develop storylines through play in role play areas, small world areas and construction both indoors and out. Teachers provide opportunities to sing nursery rhymes daily and linked activities can often be found in the continuous provision. Children learn songs and dances throughout the year as part of whole school celebrations and performances to an audience such as Harvest festival, Nativity We follow the music scheme 'Charanga' and children partake in weekly lessons following this syllabus throughout the academic year. https://www.inspiringmusiconline.co.uk/scheme/1311890-year-r We follow the PE scheme 'Get Set 4 PE' which includes basic skills units and 2 focused dance units throughout the year. These provide the children with the expected EYFS skills. https://www.getset4pe.co.uk/ **Weekly visits to Forest School:** reenacting stories such as going on a bear hunt, little red riding hood. Dressing up and role play costumes, story spoons

		• To begin exploring some musical elements - singing or playing loudly / quietly and quickly / slowly. •Explore creating their own songs using musical accompaniments •Move streamers to music •Express simple likes and dislikes about a piece of music and how it makes them feel **Disco Duck sessions (EYPP dependent)**	