

# Holy Trinity Primary School – EYFS Progression Map



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Possible Themes Nursery	Reception	Getting to know you Baseline Routines  Baseline Marvellous Me My Family How do I feel?	Nursery Rhymes and favourite stories Christmas  Seasons & Change Habitats Let's Celebrate Festivals!	The Local Area (including people who help up) Chinese New Year Pancake Day  Who can help me? Achievosaurus- how do we learn?	Season of Spring Growing/living things Mother's Day  Once Upon a Time Traditional Stories Spring/Easter	Traditional tales Science Week Eid  Fabulous Food Where does our food come from? Food from around the world	Our World animal habitats Journeys  Father's Day Transition  Out of this World!/Space Journeys & Transition	
Author of the term Nursery	Author of the term Reception	Nick Sharrat		Eric Carle		Traditional Tales		
		Alan Ahlbery		Julia Donaldson		Michael Rosen		
Nursery Books and songs	Reception Books and Songs	<p><b>books:</b> Owl Babies Starting school Fiction and non-fiction about different families</p> <p><b>songs and nursery rhymes:</b> Hello song Twinkle Twinkle Baa Baa Black Sheep 1,2,3,4,5 once I caught a fish alive</p> <p><b>Books:</b> Rainbow Fish Colour Monster</p>	<p><b>books:</b> Winter and Christmas book Nursery rhyme books. Child's favourite stories.</p> <p><b>Songs and nursery rhymes:</b> National Nursery Rhyme Week songs Christmas Songs</p> <p><b>Books:</b> Pumpkin Soup Leaf Man</p>	<p><b>books:</b> My wolf's pancakes/recipes Chinese new year non-fiction Non fiction people who help us.</p> <p><b>Songs and nursery rhymes:</b> Wheels on the bus 5 currant buns Pancake Song</p> <p><b>Books:</b> Clothesline Clues to the Jobs People Do</p>	<p><b>books:</b> Jasper's Beanstalk Hungry caterpillar Non-fiction about life cycles and growth</p> <p><b>Songs and nursery rhymes:</b> The farmer plants a seed Caterpillar Song 5 little ducks Easter Performance Songs</p> <p><b>Books:</b> Hungry caterpillar</p>	<p><b>books:</b> 3 little pigs Gingerbread Man Goldilocks 3 Billy Goats Non- Fiction about food from around world</p> <p><b>Songs and nursery rhymes:</b> When Goldilocks went to the house of the bears</p> <p><b>Books:</b> 3 little pigs Cinderella</p>	<p><b>books:</b> Non-fiction books about different countries Naughty Bus The Dot Bear Hunt The train Ride</p> <p><b>Songs and nursery rhymes:</b> Old McDonald has a Farm 5 Elephants</p> <p><b>Books:</b> Whatever Next Q Pootle 5</p>	

		<p>Handa's Surprise</p> <p><b>Songs:</b> Good morning song Days of the week song Seasons song</p>	<p>Jolly Postman</p> <p><b>Songs:</b> Harvest Festival songs Christmas performance songs Autumn leaves falling down Combine Harvester Dingle Dangle Scarecrow</p>	<p>Chinese new year non-fiction Non fiction people who help us.</p> <p><b>Songs:</b> Miss Polly had a Dolly London's Burning Mary had a little lamb 5 Little Speckled Frogs</p>	<p>Non-fiction about life cycles and growth Non-fiction growth Jack and The Beanstalk The Gingerbread Man</p> <p><b>Songs:</b> Easter performance songs Springtime song Oats, peas, beans and barley grow</p>	<p>Goldilocks 3 Billy Goats Non- Fiction about food from around world</p> <p><b>Songs:</b> The Supermarket song Tasty food song</p>	<p>Next Stop on Market Street Non-fiction books about different countries</p> <p><b>Songs:</b> 5 Little Men in a Flying Saucer Continents song</p>	
<b>Literacy</b>	<b>Nursery Skills and Knowledge</b>	<p>To make marks in a variety of ways.</p> <p>To recognise familiar logos and labels within the environment.</p> <p>To talk about books with adults.</p> <p>To look at book independently and turn pages.</p> <p>To imitate and identify a range of environmental sounds.</p>	<p>To be able to mark make and give meaning to their marks.</p> <p>To find and identify familiar letters, e.g. letters in their names.</p> <p>To talk about and begin to retell a range of familiar stories.</p> <p>To identify and produce a range of environmental and instrumental sounds</p> <p>To join in with a range of nursery rhymes.</p>	<p>To attempt writing familiar letters, e.g letters in their name.</p> <p>To find and identify familiar letters, e.g. letters in their names.</p> <p>To talk about the different parts of a book. To turn pages one at a time.</p> <p>To keep in time to a beat. To recognise some rhyming words.</p>	<p>To begin to form some letters correctly, e.g. letters in their name.</p> <p>To know that print has meaning and in English we read from left to right and top to bottom.</p> <p>To identify the pictures and objects linked to letter sounds.</p> <p>To begin to explore initial sounds in familiar words.</p>	<p>To write some or all of their name.</p> <p>To begin to make predictions about a story, sometimes supported by an adult with vocabulary.</p> <p>To identify the pictures linked to sounds.</p> <p>To identify some sounds during oral blending games.</p>	<p>To mark make for a purpose (mostly identifiable letters some of which are correctly formed) and be able to talk about their marks.</p> <p>To write all of their name with most of the letters correctly formed</p> <p>Talk about or make predictions about a story using the relevant vocabulary with independence.</p> <p>To identify initial sounds and blend familiar CVC words.</p>	

	<p><b>Nursery Vocabulary</b></p>	<p>Names for different marks e.g. lines, circles, zig zags etc.</p> <p>Environment, print, logo, writing, illustrations. Quiet, loud, listen, words to describe sounds e.g. squeak, rattle, shake etc.</p>	<p>Letter (Including the initial letter of our name) Tell me about...</p> <p>Begin retell Who, Where, What happened? Instrument names, words for body percussion e.g. clapping, stamping, clicking etc. Names of different nursery rhymes.</p>	<p>Letters/sounds Letter formation language e.g. straight, curve, round, up, down...</p> <p>Fiction, non fiction Character, information, beginning, middle end, retell,</p> <p>Rhyme, alliteration, beat, rhythm.</p>	<p>Letters/sound s Letter formation language e.g. straight, curve, round, up, down...</p> <p>Words to describe stories e.g. Exciting, scary, funny...</p> <p>Match (e.g. match the picture to the letter)</p>	<p>Blend, predict, repeat,</p>	<p><b>CVC word (and examples)</b></p> <p>Words which are specific to stories we are reading e.g. character names.</p>	
<p><b>Literacy</b></p>	<p><b>Reception Skills &amp; Knowledge</b></p>	<p>To mark make for a purpose (mostly identifiable letters some of which are correctly formed)</p> <p>To write all of their name with letters that are correctly formed <b>(Aut 1)</b></p> <p>Retell or make predictions about a story using the relevant vocabulary with independence. <b>(Aut1)</b></p>	<p>To link phonic sounds to letters and begin writing recognisable letters in sequence, such as in name and cvc words <b>(Aut 2)</b></p> <p>Joins in with a range of stories and poems developing awareness of structure, anticipates key events and begins to tell their own stories. <b>(Aut 2)</b></p>	<p>To use developing phonic knowledge to write things such as cvc words, label pictures &amp; begin to write captions <b>(Spr 1)</b></p> <p>Enjoys an increasing range of texts in print and digital both fiction and non-fiction using vocabulary influenced by their experiences of reading <b>(Spr 1)</b></p>	<p>To enjoy an increased range &amp; purpose for writing such as invitations, lists, cards and stories with images and labels. <b>(Sp2)</b></p> <p>Describes main story setting and characters in increasing detail, and is able to re-enact and reinvent stories they have heard in play. <b>(Spr 2)</b></p>	<p>To think of and write a short, simple sentence with correct letter formation. <b>(Su1)</b></p> <p>Develops confidence in describing story settings, characters and creatively adapts them using their imagination. <b>(Sum 1)</b></p>	<p>To think of and write simple sentences, using letters which are mostly correctly formed and can be read by others. <b>(Su2)</b></p> <p>Can retell, re-enact, discuss and adapt range of stories in detail independently using a wide range of recently introduced vocabulary. <b>(Sum 2)</b></p>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>-Anticipate – where appropriate – key events in stories.</li> <li>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul> <p><b>Word Reading.</b></p> <ul style="list-style-type: none"> <li>-Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>-Read words consistent with their phonic knowledge by sound-blending.</li> <li>-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing.</b></p>

		To identify initial sounds and blend familiar CVC words. <b>(Au1)</b>	To hear and identify sounds, including phonemes and other digraphs on a sound mat. <b>(Aut 2)</b>	To hear and identify sounds including phonemes and digraphs in sounds in CVC and CVCC words. <b>(Spr1)</b>	To segment the sounds in words and blend them together with increasing fluency when reading short phrases and captions. <b>(Spr2)</b>	Read some high frequency words and use phonic knowledge to read simple decodable words and simple sentences. <b>(Su1)</b>	Read aloud simple sentences consistent with phonic knowledge, including some common exception words. <b>(Su2)</b>	-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.
	Reception Vocabulary	tripod grip handwriting families e.g.coathanger/ zizag letters bottom,back, chair formation be all ears concentrate predict retell popular identify initial phoneme digraph	letter name pinchy parrot handwriting families e.g.coathange r family locate eavesdrop attentive sequence vowel blend segment	scribe letter postcard recall flashback fiction non fiction emergency career consonant digraphs recognisable	anticipate formulate retain first / before after vowel consonant digraphs trigraph recognisable	foresee suggest consider opinion edit scan	punctuation connective extend lengthen consider point of view	
	Areas of learning covered.	Recognising and counting numbers to 5. 2D Shapes. Number rhymes. Sequencing. Size.		Recognising and counting numbers beyond 5. Representing numbers. Subitising. Patterns. Positional Language.		2D and 3D shapes. Sequences. Size. Length. Weight and Capacity. Review of previously taught concepts. Positional Language.		
	Nursery Skills and knowledge	To talk about the daily routine using some words e.g. next, first, after.	Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/	To notice and talk about patterns.  To continue and create ABAB patterns.	To explore and talk about capacity using words such as, full, empty and half full.	To begin to make comparisons between objects relating to size, length, weight and capacity.	To name and describe 2D and 3D shapes and their properties.  To compare and order objects according to their	

Maths		<p>Compare and talk about sizes.</p> <p>Talk about and explore 2D shapes.</p> <p>Responds to and uses words like, lots and more.</p> <p>Take part in in finger rhymes with numbers.</p> <p>Begin to say some numbers in the right order.</p> <p>To count out a group of up to 5 objects.</p> <p>To show an understanding of 1:1 counting to 5.</p> <p>Knowing that the last number you count represents the total number of objects.</p> <p>To begin to subitise.</p>	<p>round/ straight/ corners</p> <p>Talk about sequences of everyday events.</p> <p>To match number of objects to numeral.</p> <p>To show finger numbers to 5.</p> <p>Knowing that the last number you count represents the total number of objects</p>	<p>To Talk about and explore 3D shapes.</p> <p>To count out a group of up to 10 objects.</p> <p>To develop fast recognition of numbers.</p> <p>To count up to 10.</p> <p>To show an awareness of how numerals are formed and to experiment with own mathematical mark making.</p> <p>Subitise up to 3.</p> <p>Solve real world mathematical problems with numbers to 5.</p>	<p>To show an awareness of positional language such as under/behind/ next to/over/ on top of.</p> <p>To identify, describe and compare groups of objects.</p> <p>To develop fast recognition of numbers to 10.</p> <p>To independently create and talk about own patterns using a range of objects and resources.</p>	<p>To begin to describe a sequence of events accurately.</p> <p>To recall simple facts about a familiar journey.</p> <p>To select and use shapes appropriately in play, combining them to make models and enclosures.</p> <p>To talk about 2D and 3D shapes using Mathematical language.</p> <p>Practical problem solving with numbers 5 and beyond.</p> <p>To develop fast recognition of numbers to 10.</p> <p>To use relevant mathematical vocabulary when talking about learning.</p>	<p>size, weight and length.</p> <p>To begin to describe a sequence of events accurately.</p> <p>To recall simple facts about a familiar journey.</p> <p>To count, order and recognise numbers to 10, in and out of sequence.</p> <p>Separates a group of objects in different ways, beginning to recognise that the total is still the same.</p> <p>To develop fast recognition of numbers to 10 and beyond.</p> <p>To use relevant mathematical vocabulary when talking about learning.</p> <p>To write some recognisable numbers.</p>	
	Nursery Vocabulary	<p>Days of the week.</p> <p>First, after, next.</p> <p>Language relating to size.</p>	<p>Today, tomorrow, yesterday</p> <p>Order</p> <p>2D</p> <p>Flat</p> <p>Sides</p>	<p>Patterns, repeating, continue, create</p> <p>Before and after</p> <p>3D shapes, solid, fat</p>	<p>Patterns, repeating, continue, create</p>	<p>Length and weight vocab e.g. long, short, heavy, light.</p> <p>Words to describe a familiar journey</p>	<p>Describe 3D shape names, properties, surface, sides,</p> <p>Size, weight, length, large, small, tiny,</p>	

		<p>2D shape names, round, straight, corner, flat.</p> <p>Number rhymes, finger counting</p> <p>Number names to 5.</p> <p>How many altogether? Total</p> <p>Count/Counting Numberblocks</p> <p>Lots, more, the same, different</p> <p>Thinkadocus (COEL)</p> <p>Sentence stems linked to the above objectives e.g. one and one more equals two.</p>	<p>Round Straight Corners</p> <p>Match, numeral, Similar, Amount, Fit,</p> <p>How many altogether? Total</p> <p>Count/Counting</p> <p>Tryatops (COEL)</p> <p>Sentence stems linked to the above objectives e.g. I have 1, 2 3 cars. I have 3 cars altogether.</p>	<p>Group Number names to ten</p> <p>Numerals, mark making. Number formation songs. Formation words e.g. around, curve, across etc.</p> <p>Subitise what do you see? How do you see it? Beyond</p> <p>once, twice, third etc</p> <p>solve, problem</p> <p>Solvosaurus (COEL)</p> <p>Sentence Stems linked to the above objectives e.g. I see 1 and 2. I see 3 dots.</p>	<p>Compare, full, empty, half full, capacity Order</p> <p>Positional language e.g. behind, next to, on top etc.</p> <p>Describe, find</p> <p>Number names to 10.</p> <p>Sentence Stems linked to the above objectives e.g. One less than 5 is 4. 4 needs 1 to make 5.</p>	<p>e.g. Left, right, around, over, distance etc. Sequence, before, next, after.</p> <p>2D, 3D, flat, solid, curved, straight, corner, point</p> <p>Solving Problem</p> <p>Number names to 10 and beyond</p> <p>More, less, similar, different</p> <p>Bottom, top, up, down, straight, curved</p> <p>Sentence Stems linked to the above objectives e.g. one more than 5 is 6. 5 needs 1 to make 6.</p>	<p>huge, heaviest, lightest, medium, tall, short, distance, measure</p> <p>Words to describe a familiar journey e.g. Left, right, around, over, distance etc. Sequence, before, next, after.</p> <p>Numbers to 10 and beyond, random, forwards, backwards, mixed up, sequence</p> <p>Separate, total, change, group, same, different, combine</p> <p>Bottom, top, up, down, straight, curved</p> <p>Sentence Stems linked to the above objectives e.g. I have two equal groups of cakes. I have 2 cakes and 2 cakes. I have 4 cakes altogether.</p>	
	<p>Reception Areas of learning.</p>	<p>Subitising Match, Sort Compare Pattern 2D Shapes Compare size, mass Capacity</p>	<p>Represent numbers to 3 Composition 2-D Shapes Positional Language One more/less Time</p>	<p>Composition to 5 Number bonds to 5 Combining Making pairs Counting to 20 Weight Capacity Length &amp; Height 3D Shapes.</p>	<p>Composition 6-10. Bonds to 10 Addition &amp; Subtraction Length &amp; Height Spatial Awareness Patterns</p>	<p>To count to 20 and beyond Addition &amp; Subtraction Composition Number Bonds Spatial reasoning Match, rotate, manipulate</p>	<p>Doubling Sharing Grouping Subtraction Facts Odds and Evens Number patterns Spatial reasoning Time</p>	

<b>Reception Skills &amp; Knowledge</b>	To subitise amounts to 3. <b>(Aut 1)</b>	To subitise amounts to 5. <b>(Aut 2)</b>	To begin to explore number bonds to 5. <b>(Sp1)</b>	To use objects to solve addition and subtraction problems. <b>(Sp2)</b>	To know that addition and subtraction problems can be solved by counting forwards or backwards or using a number line. <b>(Su1)</b>	Demonstrate a deep understanding of numbers to 10 in play and can say how each number is composed. <b>(Su2)</b>	<p style="text-align: center;"><b>Number</b></p> <p>*Have a deep understanding of numbers to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5.</p> <p>*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 style="text-align: center;"><b>Numerical Patterns</b></p> <p>*Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p style="color: red; text-align: center;"><b>SSM</b></p>
	To count, order and recognise numbers to 10, in and out of sequence. <b>(Aut 1)</b>	To link numerals with amounts up to 5 and beyond. <b>(Aut 2)</b>	To be able to count to 20 independently. <b>(Sp1)</b>	To share objects between a group of people equally. <b>(Sp2)</b>	To explore number bonds to 10 and beyond. <b>(Sum 1)</b>	To share objects between a group of people equally and know which numbers they cannot share equally. <b>(Sum 2)</b>	
	Separate a group of objects in different ways, beginning to recognise that the total is still the same. <b>(Aut 1)</b>	To begin to understand that numbers are composed of smaller numbers. <b>(Aut 2)</b>	To develop an awareness of composition, recognising numbers are composed of smaller numbers. <b>(Spr1)</b>	To explore number bonds to 10. <b>(Sp2)</b>	Begins to conceptually subitise larger numbers by subitising smaller groups <b>(Sum1)</b>	Recall bonds to 10 including subtraction facts to 5. <b>(Sum2)</b>	
	To use relevant mathematical vocabulary to support their reasoning skills. <b>(Aut 1)</b>	To be able to identify numbers which are one more/one less than any given number. <b>(Aut 2)</b>	Begins to estimate amounts showing understanding of relative size <b>(Spr 1)</b>	Begins to explore and work out problems using signs and strategies of their own choice ('+' or '-')	Develops awareness of composition of number exploring partitioning in different ways with a range of objects <b>(Sum 1)</b>	Can compare quantities up to 10 recognising greater than/less than or equal <b>(Sum 2)</b>	
	To write recognisable numbers. <b>(Aut 1)</b>	To partition and combine shapes to make new shapes using 2-D and 3-D shapes. <b>(Aut 2)</b>	Begins to add one and subtract one with numbers to 10. <b>(Spr 1)</b>	Securing composition to 10. <b>(Spr 2)</b>	Shows awareness of 3D shape similarities and differences between objects <b>(Spr 2)</b>	Show an understanding of numerical patterns including odds, evens, doubles & sharing <b>(Sum 2)</b>	
	To name and describe 2D and 3D shapes and their properties. <b>(Aut 1)</b>	To use positional language correctly to describe position and direction.. <b>(Aut 2)</b>	To use non-standard units to measure length, weight and capacity. <b>(Sp1)</b>	Shows awareness of 3D shape similarities and differences between objects <b>(Spr 2)</b>	Is familiar with measuring tools in everyday experiences and play. <b>(Sum1)</b>	Uses spatial language including following and giving directions, using relative terms and describing what they see from different viewpoints <b>(Sum2)</b>	
	To compare and order objects according to their size,	To anticipate events during	To choose items based on their shape appropriate for their purpose <b>(Spr1)</b>	To explore and measure in a range of	Investigates and manipulates		
			Responds to both informal language and common				

		<p>weight and capacity. <b>(Aut 1)</b></p> <p>To begin to describe a sequence of events accurately. <b>(Aut 1)</b></p> <p>To extend and create simple patterns correcting any errors. <b>(Aut 1)</b></p>	<p>the daily school routine. <b>(Aut 2)</b></p>	<p>shape name and uses these terms in play. <b>(Spr1)</b></p> <p>To find the longer/shorter/heavier/lighter in meaningful contexts. <b>(Spr 1)</b></p>	<p>ways longer/shorter / heavier/lighter in meaningful contexts. <b>(Spr 2)</b></p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills. <b>(Spr 2)</b></p> <p>Chooses familiar objects to create repeating patterns beyond AB <b>(Spr2)</b></p>	<p>objects in order to make shapes fit (predicting &amp; visualising how they will look- spatial reasoning <b>(Sum 1)</b></p> <p>Enjoys making simple maps of familiar and imaginative environments with landmarks <b>(Sum 1)</b></p>	<p>Beginning to experience measuring time with timers and calendars <b>(Sum 2)</b></p> <p>Is able to order and sequence events using everyday language related to time <b>(Sum 2)</b></p>	
	<p>Reception Vocabulary</p>	<p>Subitise Match Sort Same Count Compare Amount Lots/More Less/Fewer Total Altogether Days of the week Shape names Pattern Repeat Size Mass</p>	<p>Composed, numeral, total, subitise, amount, equal, more, fewer, how many, cardinal, compare, quantity, Sentence stems e.g: 1 and another 1 is 2.</p> <p>2-D/3-D Shape names properties describe corners, edges,</p>	<p>Addition, subtract, total, composition, double, half, share,</p> <p>3-D shapes, cube, sphere, pyramid, cone, cuboid, , capacity, full, half full, empty, nearly full, heavier, lighter, cardinal, partition</p>	<p>add, subtract, total, composition, cardinal, partition double, half, share, 3-D shapes, cube, sphere, pyramid, cone, cuboid, time, soon, next, after that, position, in front, behind, on top, next to, left, right, turn, measure, distance,</p>	<p>composition, addition, subtraction, equals, total, more, measure, distance, shorter, longer, taller, shorter, patterns, heavier, lighter, heaviest, mass, lightest, first, then, now</p>	<p>addition, subtraction, equals, total, more, measure, measurement, distance, shorter, longer, taller, shorter, patterns, composition, heavier, lighter, heaviest, mass, lightest, first, then, now</p>	

		<p>Weight Capacity</p>	<p>faces, big, tall, short, length positional language sequence first next then soon,, after that, position, in front, behind, on top, next to, left, right,</p>		<p>shorter, longer, taller, height, length</p>			
<p><b>Physical Development</b></p>	<p><b>Nursery Skills and knowledge</b></p>	<p>Continual practise of large arm and body movements, e.g. waving, up/down/left/right kicking, rolling, crawling.</p> <p>To develop manipulation and control of mark making tools.</p> <p>To begin to show a preference for a dominant hand.</p> <p>To develop independence in toileting, dressing and feeding</p> <p>Build independently using a range of appropriate resources.</p> <p>To begin to use balance bikes.</p>	<p>To engage in different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc.</p> <p>To begin to copy pre writing patterns.</p> <p>To independently put on their outdoor clothing, with some support for the zip and buttons.</p> <p>To eat lunch independently and develop likes and dislikes.</p> <p>To copy large body</p>	<p>To use mark making resources with increasing independence and control</p> <p>To mark make in different ways with some marks resembling letters/symbols.</p> <p>To show a preference for a dominant hand.</p> <p>To show awareness of healthy food choices.</p> <p>To move in different ways, e.g. climbing, running, jumping, throwing, catching etc. in order to develop gross motor skills.</p> <p>Notice and talk about physical changes to the</p>	<p>To mark make using a comfortable grip when using pencils and pens.</p> <p>To begin to form numbers and familiar letters, e.g. letters in their name.</p> <p>To show awareness of healthy food choices and impact on our body and teeth.</p> <p>To use balancing apparatus. Skip, hop and begin to stand on one leg.</p>	<p>To hold a pencil using a comfortable grip with good control.</p> <p>To begin to form numbers and familiar letters and numbers, e.g. letters in their name.</p> <p>To be able to use scissors confidently and make straight, zig zag and circular snips using one hand.</p> <p>To match physical skills to activities e.g. deciding whether to crawl, walk or run across a plank.</p> <p>To run skilfully and be able to</p>	<p>To hold a pencil confidently and comfortably. To form some letters and numbers correctly.</p> <p>To independently write their name with some letters correctly formed.</p> <p>To be independent in dressing, eating, toileting, and handwashing.</p> <p>To start to take part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>To choose the right resources to carry</p>	

		Explore different materials and tools.	<p>movements and move to different kinds of rhythms.</p> <p>To climb apparatus safely.</p> <p>To hold jugs and containers confidently and pour from one container into another.</p>	<p>body when moving.</p> <p>To work as part of a team when moving and building with large construction.</p>		negotiate space.	<p>out their own plan e.g. choosing a spade to enlarge a small hole.</p>	
	<b>Nursery Vocabulary</b>	<p>Up, down, left, right, wave, kick, roll, high, low, push, pull, lift, crawl, mark making, pinch, balance, steer, brake, pedals</p> <p>Words relating to size.</p> <p>flush, wipe, clean, wash, help, safely, knife, chop, cut</p>	<p>Tread, snip, squeeze, flatten, malleable</p> <p>Zig zag, vertical, horizontal,</p> <p>zip, button, pull, inside out, copy, rhythm, fast, slow, beat, climb.</p> <p>Cutlery, tray, names for different foods and drinks, pour, slice, serve</p>	<p>safely, hammer, snip, cut, chop, open, close, grip, left, right, texture, feel, touch, pour, tip, carefully, container, health, unhealthy, heartbeat, breathing, exercise, Team work, building, construction, tall, short, heavy, light, balance</p>	<p>pinch, hold, grip, number names, letter names, up down, round across, over, balance, wobble, steady, carefully, balance beam, rhyme, wiggle stomp, stamp, tiptoe, fast, slow, follow, copy, apparatus, enamel, acid, plaque, fluoride.</p>	<p>grip, letter names, number names, formed, space, negotiate, obstacle, decision, skills,</p>	<p>independent</p> <p>my turn, your turn</p> <p>Pincy Parrot</p>	
	<b>Reception Skills and Knowledge</b>	<p>To hold a pencil confidently and comfortably. To form some letters and numbers correctly. (Aut 1)</p>	<p>Begins to show preference for dominant hand (Aut2)</p> <p>Creates lines and circles pivoting from</p>	<p>Manipulates a range of tools and equipment in one hand (Spr 1)</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p>	<p>To handle tools, objects, construction and malleable materials safely and with increasing control. (Sp2)</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly. (Su1)</p>	<p>To hold a pencil effectively in preparation for fluent writing. (Sum 2)</p> <p>Enjoys using a range of tools including scissors, brushes and cutlery (Sum 2)</p>	<p><b>Gross Motor Skills.</b></p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>*Demonstrate strength, balance and coordination when playing.</p> <p>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Fine Motor Skills.</b></p>

		<p>To independently write their name with some letters correctly formed. <b>(Aut 1)</b></p> <p>To be increasingly independent in dressing, eating, toileting, and handwashing. <b>(Aut 1)</b></p> <p>To take part in some group activities which they make up for themselves, or in teams. <b>(Aut 1)</b></p> <p>To choose the right resources to carry out their own plan e.g. choosing a spade to enlarge a small hole. <b>(Aut 1)</b></p>	<p>the shoulder and elbow <b>(Au2)</b></p> <p>Observes and can describe in words or actions the effects of physical activity on the body <b>(Aut 2)</b></p> <p>Willing to try a range of different textures and tastes and expresses a preference <b>(Aut 2)</b></p> <p>To use climbing equipment safely and competently. <b>(Au2)</b></p> <p>Runs with spatial awareness and negotiates space effectively. <b>(Au2)</b></p>	<p><b>(Spr 1)</b></p> <p>To show good practice with regard to exercise, eating, sleeping and hygiene including dental health. <b>(Sp1)</b></p> <p>To be able to balance and coordinate safely. <b>(Sp1)</b></p> <p>Can grasp and release with two hands to throw and catch and large ball, beanbag or object <b>(Spr 1)</b></p>	<p>Shows preference for dominant hand <b>(Spr 2)</b></p> <p>Can describe the physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad <b>(Spr 2)</b></p> <p>Chooses to move in a range of ways moving freely and with confidence making changes to position, body shape and pace. <b>(Spr 2)</b></p> <p>Use their core muscle strength to achieve good posture when sitting <b>(Spr 2)</b></p>	<p>Uses a range of small tools to effect changes to materials <b>(Sum 1)</b></p> <p>Has established a consistent daily pattern in relation to eating, toileting and sleeping routines and can explain why it is important <b>(Sum 1)</b></p> <p>Experiments with different ways of moving, testing out ideas and adapting movement to reduce risks. <b>(Sum 1)</b></p> <p>Negotiates space successfully when playing racing and chasing games, changing speed, direction to avoid obstacles. <b>(Sum1)</b></p>	<p>Begins to show care and accuracy when drawing <b>(Sum 2)</b></p> <p>Shows independence in all aspects of self care such as dressing, toileting and making healthy food choices. <b>(Sum 2)</b></p> <p>Negotiates space and obstacles safely <b>(Sum 2)</b></p> <p>Demonstrates strength, balance and coordination when playing <b>(Sum 2)</b></p> <p>Enjoys moving energetically and in different ways such as running, jumping, dancing <b>(Sum 2)</b></p>	<p>*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>*Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>*Begin to show accuracy and care when drawing.</p> <p><b>Managing Self</b>  “Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.”</p>
	Reception Vocabulary	<p>Straight posture left right grasp grip lift squat surroundings</p>	<p>process action warily securly confer perfectly repeat backtrack</p>	<p>habits training successfully fitness drills skillfully expertly</p>	<p>pinchy parrot, tripod grip manage charge carefully skillfully expertly preference</p>	<p>grasp pinky parrot rightly properly skillfully expertly</p>	<p>capably perfectly skillfully ‘expertly</p>	

		<p>Grateful primary powerful notable prominent carefully Hesitantly discuss connect properly perfectly</p>	<p>confidently hesitant skillfully expertly</p>		<p>confidence position direction left, right, ahead exhausted anxious calm excited unsure content</p>			
<p><b>Communication and Language.</b></p>	<p><b>Nursery Skills and Knowledge</b></p>	<p>To follow a simple instruction i.e. sit down.</p> <p>Look at the person who is talking to them.</p> <p>To begin to listen to simple stories.</p> <p>To respond to their name.</p> <p>To understand frequently used words i.e. coat, bag, pencil.</p> <p>To begin to understand familiar gestures.</p> <p>To begin to follow the nursery routines.</p>	<p>To listen and respond to simple stories and books.</p> <p>To follow a one part instruction.</p> <p>To listen and respond when conversation interests them.</p> <p>To understand the use of objects.</p> <p>To begin to follow nursery routines.</p> <p>To identify objects by properties e.g. blue car, shiny apple</p> <p>To begin to respond to</p>	<p>To listen to longer stories with interest.</p> <p>To follow a two part instruction.</p> <p>To listen and respond in small groups.</p> <p>To follow nursery routines.</p> <p>To begin to understand why questions.</p> <p>To respond to longer sentences such as 'make teddy jump.</p> <p>To begin to speak in longer sentences.</p> <p>To begin to answer simple questions.</p>	<p>To listen to longer stories with interest and recall.</p> <p>To be able to follow directions.</p> <p>To contribute ideas in a small group.</p> <p>To begin to understand why and how questions.</p> <p>To respond to instructions with more elements.</p> <p>To begin to show understanding of prepositions.</p> <p>To sing a large</p>	<p>To enjoy listening to familiar stories and can remember much of what happens.</p> <p>To contribute ideas and ask appropriate questions in small groups.</p> <p>To respond to instructions with more elements.</p> <p>To demonstrate understanding of prepositions.</p> <p>To answer a range of questions.</p> <p>To begin to express a point of view.</p>	<p>To contribute ideas and ask appropriate questions in small groups.</p> <p>To begin to understand why listening is important.</p> <p>To begin to understand and use new vocabulary.</p> <p>To answer a range of questions using full sentences.</p> <p>To be able to answer questions and share opinions using the relevant vocabulary.</p> <p>To begin to express a point of view and give reason.</p> <p>To use a range of tenses in their speech.</p>	

		<p>Points and looks to make requests and to share an interest.</p> <p>To begin to reach or point to something they want by using some words.</p> <p>To begin to speak in simple sentences.</p> <p>To begin to ask simple questions.</p> <p>To begin to join in with nursery rhymes.</p> <p>To engage in conversation with an adult or a friend.</p>	<p>simple questions.</p> <p>To talk in short sentences that others can understand.</p> <p>To begin to ask different types of questions.</p> <p>To talk about themselves and their families.</p> <p>To sing a range of nursery rhymes.</p>	<p>To retell a simple past event in the correct order.</p> <p>To sing a large repertoire of songs.</p>	<p>repertoire of songs.</p> <p>To use longer sentences of 4-6 words.</p> <p>Use talk to organise themselves and their play.</p>	<p>To begin to use a range of tenses.</p> <p>To use full sentences.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p>	
	<p>Vocabulary</p>	<p>Nursery Rhyme (and names of different rhymes)</p> <p>Story</p> <p>sentence</p> <p>point</p> <p>question</p> <p>conversation</p> <p>Need/want</p> <p>Clear</p> <p>Loud</p> <p>Quiet</p> <p>Listening/looking</p> <p>Timetable</p>						

			<p>Question Instruction Celebrations Time of year Season Why World</p>	<p>Command Transport Vehicle Opposites i.e. forwards-backwards, up-down, left-right etc Names of vehicles Shape descriptions i.e. round, long, three sides etc (Correcting/model ling the right word i.e. pushdid-pushed) Categorise/group together Properties Describe</p>	<p>Who What Where When Why How What happened? Describe Imagine Traditional story phrases i.e. huff and puff, as fast as you can, trip trap etc Tone of voice Expression</p>	<p>Beginning, middle, end Setting Character Magic Adventure Brave Repeat Once upon a time Suddenly Then Later Next Who, what, where, when, why Think Because Props Conversation Emotions</p>	<p>Rhymes Clearly Agree\disagree Retell Letter sound I wonder What if Similar Opposite Explain Predict Phrase Experience</p>	
	Reception Skills & Knowledge	<p>Listens to familiar stories with increasing attention and recall</p> <p>Able to pay attention to more than one thing at a time</p> <p>Recognises and uses a wider range of vocabulary</p> <p>Able to use language in recalling past experiences in correct order.</p>	<p>Joins in with repeated refrains and anticipates key events in rhymes and stories</p> <p>Listens to others one to one or in small groups to conversations of interest</p> <p>Shows understanding of prepositions</p> <p>Begins to use more complex</p>	<p>Is able to follow directions and instructions with more elements (if not intently focused)</p> <p>Understands questions such as who, why, when, where and how</p> <p>Uses intonation, rhythm and phrases to make meaning clear to others</p> <p>Questions why things might</p>	<p>Focusing attention - can still listen or do but can change their own focus of attention</p> <p>Able to follow a story without pictures or prompts</p> <p>Begins to use a range of tenses</p> <p>Introduces a storyline/narrative into their play</p>	<p>Indicates two-channelled attention, e.g paying attention to something of interest for short or long periods; can both listen and do for short span</p> <p>Begins to understand humour e.g. nonsense rhymes and jokes</p> <p>Uses language to imagine and recreate roles</p>	<p>Begins to listen attentively in a range of situations and is able to respond appropriately</p> <p>Can comment on what they have heard and ask questions to clarify understanding</p> <p>Understands a range of complex sentence structures including negatives, plurals and tense markers</p> <p>Uses talk and their extended vocabulary to</p>	<p><b><u>Listening and Understanding.</u></b></p> <p>*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 interaction.</p> <p>*Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b><u>Speaking.</u></b></p> <p>*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>*Offer explanations for why things might happen, making use of recently introduced</p>

		Sings a large repertoire of songs  Uses longer sentences of four to six words	sentences to link thoughts (e.g. using and , because)  Can hold a conversation and take many turns	happen and gives explanations		and experiences  Talks more extensively about things that are of particular importance to them	organise, sequence and clarify thinking, ideas, feelings and events	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.
		discuss chatter verse tempo pitch peers fictional factual well known charts	converse communicate festivals jubilate be merry annual observe tolerant diversity contrast assist	features setting characters folk tale structure training physical movement robust rosy-cheeked in tip top condition nutritious food	detail delightful heartwarming humorous lighthearted miserable dejected question predict once upon a time first, next, finally Tenses- I am going, I have been...	mammals birds fish reptiles amphibians classify research investigate search bar website retrieve habitat surroundings natural territory	life cycles growth biological clock lifespan particulars statistics findings meaningful eventful monumental	
<b>Personal, Social and Emotional Development.</b>	<b>Nursery Skills</b>	To begin to build relationships with children and adults.  To watch and interact with other children and adults in activities that they enjoy.  To select and use activities and resources, with some support if needed.	To continue building strong and positive relationships with adults and children.  To begin to seek out others to play with.  To learn how to take turns during play.  To select and use activities	To begin to express their own ideas and preferences.  To respond to play ideas by others.  To begin to understand that others have different ideas, preferences and needs that are different to theirs.  To begin to become aware	To confidently express their own ideas and perspectives when playing in a group.  To understand that others have different ideas, preferences and needs that are different to theirs.	To seek out others to share play ideas and experience, who have similar interests to them.  To show consideration for others' needs and begin to show impulse control.  To begin to practise skills of assertion, negotiation and	To become confident to choose their preferred play i.e. playing alone, playing with others, inviting others to play and joining in others play.  To show increasing consideration for others' needs, opinions and interests.  To independently and appropriately practise skills of assertion,	

		<p>To begin to express their own preferences and choice i.e. choosing snack or choosing which story to read.</p> <p>To begin to show an understanding of 'effortful control.'</p> <p>To become independent in meeting their own self care needs.</p> <p>To begin to show some awareness of different emotions.</p> <p>To begin to be aware of how others might be feeling.</p> <p>To begin to follow rules and boundaries in class routine.</p>	<p>and resources, with some support if needed.</p> <p>To begin show confidence in decision and choice making.</p> <p>To be increasingly independent when meeting their own care needs.</p> <p>To show and manage different emotions.</p> <p>To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'</p> <p>To become more aware of how others might be feeling.</p> <p>To follow rules and boundaries in class routine.</p>	<p>and show interest in the similarities and differences between themselves and others.</p> <p>To learn to look after resources within the class.</p> <p>To show a growing sense of expressing their feelings, opinions and needs and listen to those of others.</p> <p>To remember rules without prompts.</p> <p>To increasingly follow rules and boundaries in the class routine</p> <p>To understand how others might be feeling.</p>	<p>To become aware of the similarities and differences between themselves and others.</p> <p>To take ownership of their class and enjoy taking part in daily tasks.</p> <p>To remember rules without prompts</p> <p>To understand how others might be feeling and why.</p>	<p>compromise, before asking for help from a supportive adult.</p> <p>To show an understanding of the similarities and differences between themselves and others in more detailed ways.</p> <p>To express themselves confidently and appropriately.</p> <p>Is beginning to talk about how others might be feeling and responds according to their understanding of the other person's needs and wants.</p> <p>To understand why rules and boundaries are important.</p>	<p>negotiation and compromise.</p> <p>Recognises, understands and talks confidently about how they are different and similar to others.</p> <p>To show confidence in their own ideas and show persistence and resilience in the face of challenge.</p> <p>Is beginning to manage their feelings and tolerate situations in which their wishes cannot be met.</p> <p>Can talk about how others might be feeling and responds according to their understanding of the other person's needs and wants.</p>	
		Friends	Decide	Ideas	Ideas	Interests	Confidence	

		Sharing Help Choose Talk Resources Areas Play Taking Turns Wait Independent Different emotions e.g. happy, sad, worried. Feelings Timetable Rules	Different emotions e.g. happy, sad, worried. Feelings	Preferences Differences Similarities Opinions Remember	Preferences Differences Similarities Opinions Remember	Consideration Resist Compromise Express Respond	Persistence Resilience Challenge Tolerate	
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	<p>Reception Skills &amp; Knowledge</p>	<p>To become confident to choose their preferred play i.e. playing alone, playing with others, inviting others to play and joining in others play.</p> <p>To show increasing consideration for others' needs, opinions and interests.</p> <p>Recognises, understands and talks confidently about how they are different and similar to others.</p> <p>To show confidence in their own ideas and show persistence and resilience in the face of challenge.</p>	<p>Seeks out companionship with adults and other children, showing increasing consideration of others needs</p> <p>Enjoys a sense of belonging through being involved in daily tasks</p> <p>Shows sensitivity to others messages of appreciation or criticism</p> <p>Talks about how others may be feeling and responds according to their understanding of the other person's needs and wants</p>	<p>Is able to demonstrate skills of assertion, negotiation, compromise, seeking support to resolve conflict with peers</p> <p>Shows their confidence and self esteem through being outgoing towards people, taking risks and trying new things (Tryatops) and being able to express their needs and ask adults for help.</p> <p>Is more able to recognise the impact of their behaviours/actions on others and know some actions and words can hurt others feelings</p>	<p>Develops particular friendships and is beginning to take steps to resolve conflicts by negotiating and finding compromise independently</p> <p>Is confident to discuss their own needs, wants, interests and opinions in a familiar group</p> <p>Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.</p>	<p>Sustains positive relationships and is able to show sensitivity to their own and others needs.</p> <p>Recognises that they belong to different communities and social communities and can talk freely about this</p> <p>Seeks ways to manage conflict, through sharing, negotiation and compromise</p>	<p>Maintains positive relationships with adults and peers, demonstrating an ability to play cooperatively with others.</p> <p>Shows confidence in attempting new activities, demonstrating independence, resilience and perseverance in the face of challenges.</p> <p>Can explain why we have rules and know right from wrong, models green behaviour consistently.</p> <p>Understands their own and others feelings offering empathy and comfort.</p>	<p><b>Making Relationships.</b> Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p> <p><b>Managing Self.</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>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>Self-Regulation.</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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>Reception Vocabulary</p>	<p>Helpful Considerate Demonstrate Mutual sincere Participate Engage</p>	<p>Gathering Special Event Occasion Unique Event</p>	<p>Conscience Actions Decision Judgement Conclusion</p>	<p>Appreciate Realise Awareness Assist Supporting Affection Warmth</p>	<p>Specify Define Environment Globally</p>	<p>Family Circle Line of Decent</p>	

		Select Prefer			understanding negotiate reason tolerate respect			
Understanding of the World.	Nursery Skills	To be curious about people and show interest about people, animals or objects that they are familiar with.	To talk about themselves, their families and their homes.	Shows interest in different occupations.	Continue to develop positive attitudes about the differences between people.	Continue to develop positive attitudes about the differences between people.	To know that there are different countries in the world and talk about the differences they have experienced or seen in photos/videos.	
		To have a sense of own immediate family and relations and pets.	To show interest in information about people and nature from a variety of sources including non-fiction texts.	Begin to talk about the place they live in.	To begin to understand and talk about different places in the world.	To know that there are different countries in the world and begin to talk about this.	To talk about what they see using a wide vocabulary.	
		To be interested to explore new and familiar experiences in nature.	Begin to talk about some of the things they have observed such as weather, plants, animals and found objects.	Use all of their senses in hands-on exploration of natural materials.	Explore collections of materials with similar and/or different properties.	To talk about what they see using a wide vocabulary.	To understand and talk about life cycles and plants and seasons.	
		To begin to talk about the weather in Manchester.	Builds on first hand experiences in small world and other areas.	Talk about what they see with a developing vocabulary, including seasonal changes.	Begin to understand the need to respect and care for the natural environment and all living things (including care for plants)	To begin to understand life cycles and habitats.	To talk about differences and changes in materials.	
		Begin to tidy away resources (Know where objects belong)		Talk about and role play with digital equipment and resources in the provision.		Plant seeds and care for growing things.	To know that information can be retrieved from digital devices and the internet. To talk about internet safety.	
		Engage in large water play. e.g. washing, cleaning and transporting water.	Seeks to acquire basic skills in turning on and operating some digital equipment.		Knows how to operate simple equipment.	To begin to talk about finding information from the internet. To have some understanding of internet safety.		

	Vocabulary	<p>Relative/relations People/Human</p> <p>Families/Family names e.g. Cousin and Uncle</p> <p>Animals names alive male/female nature seasons puddles plants resources tidy explore Full Empty Wash/Clean transport</p>	<p>Photograph/Camera Home/Addresses</p> <p>Manchester Fiction/Non fiction Observe Plant names Ipad, laptop, remote, smartboard</p>	<p>Occupation/ Emergency service names</p> <p>Different/Similar England/Country names/City/Street Natural Season names Timer Scales Microphone</p>	<p>Positive Differences Names for different hair types e.g. afro, braids. Names of countries they have visited or have family from.</p> <p>Properties Respect/Care /Environment Parts of a plant and plant names. Operate Equipment</p>	<p>Life cycles Habitats Seeds/bulbs/growing Parts of a plant Gardening equipment names Internet Seach Google Internet safety</p>	<p>Life cycles Habitats Seeds/bulbs/growing Parts of a plant Gardening equipment names Freeze, melt, mixture, solid. liquid Internet Seach Google Internet safety</p>		
	Religious Education.	<p><u>Autumn 1</u></p> <p>Friendship</p> <p>Which stories are special to us and why?</p> <p>Diwali</p>	<p><u>Autumn 2</u></p> <p>Peace</p> <p>Which stories are special and why?</p> <p>Christmas</p>	<p><u>Spring 1</u></p> <p>Wisdom</p> <p>Which places are special and why?</p> <p>Chinese New Year</p>	<p><u>Spring 2</u></p> <p>Forgiveness</p> <p>Which places are special and why?</p> <p>Easter Eid</p>	<p><u>Summer 1</u></p> <p>Truth</p> <p>Where do we belong?</p>	<p><u>Summer 2</u></p> <p>Love</p> <p>What is special about our world?</p>		
	Reception Skills & Knowledge	<p>To know that there are different countries in the world and talk about the differences</p>	<p>Knows some of the things that makes them unique and can talk about similarities</p>	<p>Shows interest in different occupations and ways of life indoors and outdoors</p>	<p>Can draw simple information from a map  Recognises people have</p>	<p>Uses knowledge from observations, maps &amp; discussions to describe their immediate</p>	<p>Able to discuss the similarities and differences between religious and cultural communities in this country.</p>	<p><b>Past and Present.</b> 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</p>	

		<p>they have experienced or seen in photos/videos.</p> <p>Begins to make sense of their own life story and family history</p> <p>To talk about what they see using a wide vocabulary.</p> <p>To understand and talk about life cycles and plants</p> <p>To talk about differences and changes in materials.</p> <p>To know that information can be retrieved from digital devices and the internet.</p>	<p>and differences between families and friends.</p> <p>Talks about significant events in their own experience</p> <p>Comments and asks questions about their familiar places or the natural world</p> <p>Understands the effect of their behaviour on the environment</p> <p>Shows interest in technological toys/equipment</p>	<p>Enjoys and talks about family customs and routines</p> <p>Able to talk about why things happen and how things work</p> <p>Shows care and concern for living things in the environment</p> <p>Plays with a range of materials to learn cause and effect</p>	<p>different beliefs and celebrates special times in different ways</p> <p>Talks about past and present events in their own life and family members</p> <p>Develops an understanding of growth, decay and changes over time</p> <p>Can create content such as videos, stories or pictures on screen</p>	<p>environment.</p> <p>Begins to understand the past through settings, characters and events</p> <p>Looks closely at similarities, difference, pattern and change in nature</p> <p>Begins to make observations of animals and plants and can explain why things occur and talks about changes</p> <p>Develops digital literacy skills by being able to access, understand and interact with a range of technologies.</p>	<p>Able to explain some similarities and differences between life in this country and different countries in the world- linking to stories and maps</p> <p>Confidently makes observations &amp; drawings of animals and plants in the natural world around them.</p> <p>Identifies some similarities and differences between the natural world and contrasting environments</p> <p>Can discuss some processes and changes in the natural world such as seasons, weather and changing states of matter.</p> <p>Can use the internet with adult supervision to find and retrieve information</p>	<p>their experiences and what has been read in class.</p> <p>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b><u>People, Culture and Communities.</u></b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>*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.</p> <p>*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><u>The Natural World.</u></b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>*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.</p> <p>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
		<p>Family, friends, brother, sister, mother, father,</p>	<p>Celebrate, festival, Christmas, Diwali, Christian,</p>	<p>Emergency services, paramedic, ambulance, doctor, nurse,</p>	<p>Seasons, spring, summer, autumn,</p>	<p>origin, country, continent, map, atlas, globe, environment,</p>	<p>Direction, turn, left, right, north,south, journeys, travel, transport, vehicles, aeroplane, visit,</p>	

		sibling, old, young, birthday, party, present, celebrate, home, family, Manchester	Hindus, Muslims, Seasons, changes, observe, decay, Autumn, Spring, Summer, Winter	firefighter, stethoscope, medicine, hospital, examine, profession, career, fire hydrant, equipment, x-ray, occupation, community, area, map, navigate, siren, similarities, differences, compare, contrast, local, Manchester, Harpurhey, Mosten, Blackey, post code, pavement, road, zebra crossing,	winter, weather, environment, observation, identify, off spring, hatching hibernation, growth/decay sprouting, soil, life cycle, trowel, planting, flower, stem, seed, bulb insects, habitats, deciduous, evergreen, climate, recycling, sustainable, farming	cuisine, produce, local, specialities, climate, ingredients, growth, farming, compost, nutrients, soil, seedlings,	vacation, holiday, materials, soft, hard, smooth, rough, heavy, light, floats, sink, round,	
	Religious Education.	Friendship Which stories are special to us and why? Diwali	Peace Which stories are special and why? Christmas	Wisdom Which places are special and why? Chinese New Year	Forgiveness Which places are special and why? Easter Eid	Truth Where do we belong?	Love What is special about our world?	
Expressive Arts and Design.	Nursery Skills	Start to make marks intentionally  To sometimes gives meaning to the marks they make	To create closed shapes which represent objects  To manipulate	To begin to add more detail to their drawings  To use their imagination as they consider what they can do	To be able to talk about and add more detail to their drawings  To make simple models which	Show different emotions in their drawings and painting  To join different materials to make more detailed models	To create detailed drawings using appropriate colours  To join different materials to make more detailed models	

		<p>To begin to explore different materials</p> <p>To explore paint using fingers and other tools</p> <p>To begin to join in with nursery rhymes</p> <p>To create sounds in different ways</p> <p>To begin to name colours</p> <p>To begin to move their bodies to music</p> <p>To start to develop pretend play, pretending that one object represents another</p> <p>To create sound effects and movements e.g. creates the sound of a car or animal</p>	<p>different materials</p> <p>To confidently join in with nursery rhymes and actions</p> <p>To explore a range of sound makers and instruments and play them in different ways</p> <p>To name and sort colours</p> <p>To make rhythmic sounds and movements</p> <p>To begin to make believe by pretending</p>	<p>with different materials</p> <p>To experiment with different ways of playing instruments e.g. loud, quiet, fast, slow etc</p> <p>To use colours appropriately when drawing and creating.</p> <p>Enjoys joining in with moving, dancing and ring games.</p> <p>To use everyday materials to explore, understand and represent their world</p>	<p>express their ideas</p> <p>To tap out simple repeated rhythms</p> <p>To talk about what happens when colours are mixed.</p> <p>Sing the melodic shape (such as up and down or down and up) of familiar songs.</p> <p>To use everyday materials to explore, understand and represent their world</p>	<p>To play instruments with increasing control to express their feelings and ideas.</p> <p>To begin to mix own colours.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>To use available resources to create props or creates imaginary ones to support play</p> <p>To begin to develop complex stories using small world</p>	<p>To play instruments with increasing control to express their feelings and ideas.</p> <p>To mix own colours independently.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Engages in imaginative play based on own ideas, first hand or peer experiences.</p> <p>To make imaginative, complex, small worlds, with blocks and construction kits</p>	
	<p>Nursery Vocabulary</p>	<p>Writing Drawing Picture Portrait Pattern Shape</p>	<p>Object Materials Dispenser Hole Punch Glitter shaker Actions</p>	<p>Detail Names of facial features or parts of the body Imagination Twist</p>	<p>Model Create Express ideas Names of primary and</p>	<p>Emotion Names of different emotion e.g. happy, worried etc</p>	<p>Appropriate Handle Fasten Attach Connect Undo</p>	

		<p>Letter Label Names of creative equipment e.g. string, glitter, wool etc Print Brush Pump Colour names Nursery Rhymes Names for familiar nursery rhymes Instruments and instrument names Go and stop Loud Quiet Fast Slow Beat Dance Move Pretend Play Sound effects Animal/vehicle noises</p>	<p>Sound makers Rhythm Make believe character names etc princess, baby, mum, wolf</p>	<p>Turn Snip Join Explore World Shiny Smooth Texture Rough</p>	<p>secondary colours Primary Secondary Melody Mix</p>	<p>Handle Fasten Attach Connect Lyrics Props</p>	<p>Control Experiences</p>	
	<p>Reception Skills &amp; Knowledge</p>	<p>To create detailed drawings using appropriate colours  To join different materials to make more detailed models  To play instruments with increasing control to express their</p>	<p>Enjoys moving in a range of ways and experiments with how sounds can be changed using repeated rhythms.  Continues to explore colour mixing and how colours</p>	<p>Uses their imagination to create drawings to represent actions and objects based on their , observations  Confidently takes part in moving, dancing and ring games.</p>	<p>Uses various construction materials to make detail models and plans their design, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p>	<p>Begins to build a collection of songs and dances by making music in a range of ways, e.g. <i>plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</i>  Demonstrates their knowledge</p>	<p>Shows their own ideas through experimentation with materials, e.g. light, projected image, loose parts, watercolours, to express and communicate their discoveries and understanding  Expresses and communicates working theories, feelings and</p>	<p><b>Creating with Materials.</b> *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.  <b>Being Imaginative and Expressive</b></p>

		<p>feelings and ideas.</p> <p>To mix own colours independently.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Engages in imaginative play based on own ideas, first hand or peer experiences.</p> <p>To make imaginative, complex, small worlds, with blocks and construction kits</p>	<p>can be changed.</p> <p>Confidently uses movement and sounds to express experiences, expertise, ideas and feelings</p> <p>Able to play with other children who are engaged in the same theme, building on and extending their ideas.</p>	<p>Experiments and creates movement in response to music, stories and ideas and can make up simple songs</p> <p>Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences</p>	<p>Introduces a storyline or narrative into their play</p> <p>Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes</p>	<p>and understanding of tools and materials to explore their interests and enquiries to develop their thinking.</p> <p>Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences</p> <p>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</p>	<p>understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts</p> <p>Confidently introduces a storyline or narrative into their play.</p> <p>Demonstrates a variety of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p>	<p>*Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>*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>
		<p>construct design join tear portrait lyrics script purpose global evaluate origin customs culture</p>	<p>sketch shade blend perspective technique intricate landscape abstract figurative composed expression expertise experience</p>	<p>move dance respond sequence sketch shade blend perspective technique intricate landscape abstract figurative composed expression expertise experience</p>	<p>blossom illustrate draft props performance narrator designer materials imagination design model connect enclose plot character imagine wonder</p>	<p>original unique innovative media adapt adjust evaluate judgement</p>	<p>texture form function experiment method strategy shield</p>	

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