

**Intent – we aim to...**

Provide a safe and happy atmosphere where children are valued as individuals.

Provide an ambitious curriculum which enables children to develop their curiosity and problem-solving skills. This will sow the seeds for a lifelong love of learning.

To develop characteristics of effective learning such as playing and exploring, active learning and creating and thinking critically.

Develop confident, happy and independent learners. We understand and follow children's interests, and these are nurtured to ignite their enthusiasm for learning.

To foster partnerships with families.

**Implementation – How do we achieve our aims?**

- By providing a broad and balanced curriculum that builds on the knowledge, understanding, and skills of all pupils, tailored to individual starting points and meeting the needs of all pupils.
- With an Early Years curriculum that uses a combination of planning, topic themes and enrichment opportunities
- Meaningful learning experiences, developing each pupil's characteristics of learning
- High quality interactions with adults that demonstrate and impact on the progress of all pupils
- Careful assessment through observations, recorded on Tapestry and shared with parents and carers, which inform next steps and address individual learning needs.
- Developed an effective and engaging environment that is set up so that pupils can access all areas of learning both inside and outside at any one time.
- Daily phonics lessons complemented by continuous provision, enabling children to consolidate and extend phonics skills.
- A link governor who collaborates with the lead to monitor and improve provision.
- Regular opportunities for parents to attend performances and assemblies, supporting home learning/videos and engagement in school life.
- Staff participation in ongoing CPD to deepen their understanding of children's needs.
- A strong focus on inclusivity and representation throughout the curriculum.
- An inclusive approach where all children learn together, with targeted interventions and support for those who require additional scaffolding. We aim for every child to end the day with a sense of achievement.
- Staff actively observe, listen, and work with children to facilitate learning. Positive relationships and effective communication underpin planning, ensuring every child receives the support needed to flourish.

**Impact – How will we know we have achieved this?**







Children will be actively engaged in their learning and the enjoyment of this learning will be apparent in their daily provision.







All children will have experienced a curriculum that provides exciting and enriching learning experiences and opportunities for them to learn.







The teaching and pedagogy are reviewed and evaluated regularly to meet the needs of all our learners.







We work to ensure our children develop into confident and positive learners, who are excited by new challenges and not put off by difficulty.







We endeavour to ensure that our children leave the EYFS ready to move with confidence into KS1 and their lifelong learning journey.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	All About Me Diversity Mental Health 	Festivals and Celebrations 	Home Sweet Home Plymouth My Home 	Home Sweet Home London Royal Family 	To The Rescue Real-Life Superheroes 	Our Wonderful World Animals 
Ongoing Themes	Festivals Seasons – Autumn Growing /Changing	Festivals Traditional Tales Seasons – Winter	Festivals Traditional Tales Seasons – Spring Growing /Changing	Journeys Festivals Seasons – Spring	Festivals Seasons – Summer	Festivals Seasons – Summer Growing / Changing
Key Texts	<ul style="list-style-type: none"> - It's okay to be different - Colour Monster - Non-Fiction Autumn - Non-Fiction Diwali 	<ul style="list-style-type: none"> - The Little Red Hen - Nursery Rhymes 	<ul style="list-style-type: none"> - The Three Little Pigs - Non-Fiction (Chinese New Year Animal Fact) - Goldilocks 	<ul style="list-style-type: none"> - Non-fiction - Labels - The Queen's Hat by Steve Antony. - Journey by Aaron Becker. 	<ul style="list-style-type: none"> - A Superhero Like You by Dr. Ranj - Non-Fiction People who help us. - The Mighty Splash by LS James 	<ul style="list-style-type: none"> - Tiddler by Julia Donaldson - Monkey Puzzle by Julia Donaldson.
High Quality Texts	<ul style="list-style-type: none"> - Starting School. - All are welcome here - Colour monster starts school 	<ul style="list-style-type: none"> - Variety of Traditional Tales voted by the children. - Christmas Stories 	<ul style="list-style-type: none"> - Variety of Traditional Tales voted by the children. 	<ul style="list-style-type: none"> -Non-fiction books about London. - Fiction and non-fiction books about the royal family. 	<ul style="list-style-type: none"> - Real-Life Superhero themed fiction and non-fiction books. 	<ul style="list-style-type: none"> -Non-Fiction books about animals -Maps and Atlases -Selection of Julia Donaldson books voted by the children.

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Characteristics of Effective Learning	<p>Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
Overarching Principles	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><i>At Thornbury, we understand that children learn best through high quality, well considered play opportunities and interactions with skilled practitioners.</i></p>					







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Communication and language.	<p>We aim to ensure that the development of children’s spoken language underpins all seven areas of learning and development. We aim to provide children with rich back-and-forth interactions from an early age, forming the foundations for language and creative development. We aim to create a language-rich environment where the number of quality conversations children have with adults and peers throughout the day is central.</p> <p>We aim to build children’s language effectively by commenting on what they are interested in or doing, and by echoing back what they say with new vocabulary added. We aim to read frequently to children, engaging them actively in stories, non-fiction, rhymes and poems, and then provide them with extensive opportunities to embed new words into a range of contexts so that they can thrive.</p> <p>We aim to foster children’s confidence in using a rich range of vocabulary and language structures through conversation, storytelling and role-play, where they share ideas with support and modelling from their teacher, and through sensitive questioning that encourages them to elaborate.</p>					
Curriculum Goals	To become a Confident communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.					
Ongoing Provision throughout the year.	Circle Time	Listen attentively to others, speak clearly to explain ideas, thoughts and feelings.				
	Drawing Club	Learn and practise new vocabulary, listen and talk about stories, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts.				
	Continuous Provision	Practise new vocabulary, develop social phrases, engage in conversation with friends, speak clearly to explain ideas and thoughts, engage in and talk about books, re-tell stores and create their own. Engage in role-play.				
	Story / Song Time	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs.				







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Personal, Social, Emotional Development	<p>We aim to support children’s personal, social and emotional development (PSED), which is crucial for them to lead healthy and happy lives and is fundamental to their cognitive development. We aim to nurture the important attachments that shape their social world and underpin their personal development. We aim to build strong, warm and supportive relationships with children so that they can learn to understand their own feelings and those of others.</p> <p>We aim to help children manage emotions, develop a positive sense of self, set themselves simple goals, build confidence in their abilities, persist, wait for what they want, and direct attention appropriately. We aim to guide them through modelling and teaching, so they learn how to look after their bodies, make healthy choices, and manage personal needs independently.</p> <p>We aim to provide supported interactions with peers, enabling children to form good friendships, co-operate with others and resolve conflicts peacefully. We aim to give children these vital attributes so that they have a secure platform for achievement at school and success in later life.</p>					
	To become Resilient Lions who can follow the School Rules, set simple goals and persevere to achieve them, manage their own personal needs and know how to stay fit and healthy both physically and mentally. To become a Friendly Otter who can be kind, caring and helpful, show empathy and respect to others, work and play cooperatively whilst considering others’ ideas and feelings.					
	- Relationships Families and friendships – different types of families, similarities and differences between ourselves and others. - Safe relationships – NSPCC PANTS - Respecting ourselves and others – following the School Rules, feelings and emotions - Growing and changing – naming body parts, changing from being a baby to adult,		- Living in the wider world Belonging to a community – our school, our town, Plymouth. - Media literacy and digital resilience – uses of technology, safe internet use, - Health and wellbeing Physical health and mental well-being - healthy eating, healthy living.		- People who help us – roles in the community - Money and work – different skills, different occupations, aspirations - Growing and changing - transition to Year 1 - Keeping safe – stranger awareness and safe strangers, road safety, sun safety, beach safety, RNLI	
Ongoing Provision throughout the year.	Daily Routine	Tidy up time ‘choose it, use it and put it away’, changing into wet weather gear, toileting, snack time, lunchtime, handwashing, getting ready for home time.				
	Drawing Club	Building relationships with others, see themselves as valued individuals, give focus, attention and follow instructions.				
	Continuous Provision	Building relationships with others, see themselves as valued individuals, set simple challenges, show resilience and perseverance, manage feelings and behaviours appropriately, play co-operatively, take turns and share, show sensitivity to others.				
	Story / Song Time	Experience, explore and talk about positive relationships, feeling and emotions, diversity.				

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Literacy	<p>We aim to foster in children a life-long love of reading and writing. We recognise that reading consists of two dimensions: language comprehension and word reading. We aim to develop language comprehension (necessary for both reading and writing) by talking with children about the world around them, sharing books (stories and non-fiction), and enjoying rhymes, poems and songs together.</p> <p>We aim to teach skilled word reading, which involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the rapid recognition of familiar printed words. We aim to support children in developing their writing through transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech before writing).</p>					
Curriculum Goals	<p>To become a Wow Reader who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt). To re-tell or innovate stories through play.</p> <p>To become a Wow Writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.</p>					
Reading Comprehension	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Enjoys an increasing range of books Stories from other cultures and traditions – the runaway chapati	Making up nursery rhymes/stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read – send home library books to share.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story.	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.







<p>Word Reading</p>	<p>Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p>Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences. Children should not be required to use other strategies to work out words.</p>	<p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p>	<p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff</p>
<p>Phonics ELS</p>	<p>1 – s,a,t,p 2 – l,n,m,d (l, the, no) 3 – g,o,c,k (put, of, is) 4 – ck, e, u, r (to, go, into) 5 – ss - assess and review (pull) 6 – h,b,ff,ll (as,his)</p>	<p>1 – j,v,w,x (he,she,busses) 2 – y,z,qu,ch (we,me,be) 3 – sh,th,ng,nk (push) 4 – ai, ee,igh, oa (was, her) 5 – es - assess and review 6 – Review Week (my, you)</p>	<p>1 – oo (book) Review Week 2 – ar,ur,oo,or (they, all, are) 3 – ow,oi,ear,air 4 – ure,er,oa (ball, tall) 5 – assess and review (when, what) 6 – Review Week</p>	<p>1 – Review Week 2 – Review Week 3 – Review Week 4 – Review Week 5 – Assess and Review Week 6 – Review Week</p>	<p>1 – CVCC (-ed) 2 – CCVC (-ed) 3 – CCVCC (-ed) 4 – CCCVC 5 – Assess and Review Week 6 – CCCVCC (-er and -est)</p>	<p>1 – ay, ou, ie, ea, -le (oh, their) 2 – oy, ir, ue, aw (people, Mr, Mrs) 3 – wh, ph, ew, oe (your, ask, should) 4 – au, ey, a-e, e-e (would, could, asked) 5 – Assess and Review Week (house, mouse, water) 6 – i-e, o-e, u-e, c (want, very)</p>

Writing	Texts as a Stimulus: It's okay to be different – children make own funny faces use communicate in print to match labels/ write initial sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists in role play area, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Names writing Captions Lists Create a Message centre!	Texts as a Stimulus: Little Red Hen (T4W) – writing shopping lists, letters to ask for help, recipes, labelling characters. Imitate one part of the story. Dear Mother Goose – write own letters to characters: warning signs for Jack and Jill, instructions for Humpty Dumpty etc, rewrite favourite nursery rhymes/ innovate 'Mary Mary quite contrary how doe your.....grow, with And Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for making bread. Help children identify the sound that is tricky to spell. Sequence the story Guided writing based around writing innovated nursery rhymes.	Texts as a Stimulus: Goldilocks – recipes, keep out posters, character descriptions. Three Little Pigs (T4W) – imitation, rewrite Non-Fiction - fact about an animal from The Great Race Writing recipes, lists. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Three Little Pigs. Character descriptions. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.	Texts as a Stimulus: The Queen's Hat (T4W) - imitation, rewrite The Journey – Setting description. Non-fiction – labels Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the The Queen's Hat. Character descriptions. Write 2 sentences	Texts as a Stimulus: A Superhero Like You by Dr. Ranj Non-Fiction People who help us. Writing for a purpose using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.	Texts as a Stimulus: Tiddler – write own adventure for Tiddler, Monkey Puzzle - character descriptions. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description Write three sentences.
	Word Collector	Learn and practise new vocabulary				
Ongoing Provision throughout the year.	Drawing Club	Learn and practise new vocabulary, listen and talk about stories. Mark making. Innovating.				
	Continuous Provision	Use message centres to create messages, symbols, marks, words, phrases, sentences. Read messages. Engage and talk about books, re-tell stories in play.				
	Daily Routines	Phonics, handwriting, practise writing name, daily story, independent and guided reading.				
	Wow Writer / Reader	Write with increasing independence. Re-tell or innovate stories in play. Demonstrate an enjoyment of reading or writing.				
	Story / Song Time	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs.				

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Physical Development	<p>We aim to prioritise physical activity as a vital part of children's all-round development, enabling them to pursue happy, healthy and active lives. We aim to support the development of both gross and fine motor skills.</p> <p>We aim to create engaging games and provide opportunities for play both indoors and outdoors, supporting children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. We recognise that gross motor skills provide the foundation for healthy bodies and social and emotional well-being.</p> <p>We aim to strengthen fine motor control and precision to support hand-eye co-ordination, which is closely linked to early literacy. We aim to offer repeated and varied opportunities to explore and play with small-world activities, puzzles, arts and crafts, and the use of small tools. With adult feedback and encouragement, children will develop proficiency, control and confidence in their physical abilities.</p>					
Curriculum Goals	<p>To show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment. To hold a pencil effectively, select and use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.</p>					
Fine Motor Skills	Threading, cutting, weaving, playdough. Manipulate objects. Draw lines/zigzags. Hold pencil/paint brush beyond whole hand grasp. Taking shoes off and putting them on.	Threading, cutting, weaving, playdough. Draw circles, spirals and crosses. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Engage in structured activities: guide them in what to draw, write or copy. Practice letter formation.	Threading, cutting, weaving, playdough. Begin to draw diagonal lines, like in a triangle. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items. Button Clothing / zips.	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle	Threading, cutting, weaving, playdough. Form letters correctly. Cut a shape out using scissors. Colour with increasing accuracy. Draw pictures that are recognizable. Build things with smaller linking blocks, such as Duplo or Lego
Gross Motor Skills	Balance. Different ways of moving. Negotiate space travelling with confidence. Refining fundamental skills	Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game	Move energetically. Copy basic actions. Move to music Negotiate space.	Balance. Core muscle strength. Jumping and landing. Awareness of space	Follow the rules of a game Use a racket I can join in with a game	Running skills Agility Sports day
Ongoing Provision throughout the year.	Dough Disco	Regular movement to music activity to help develop all the children's pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing.				
	Drawing Club	Hold a pencil effectively, develop accuracy and care when drawing and writing				
	Continuous Provision	Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination, refine and develop fine motor skills, use a range of tools competently and safely, combine movements, develop ball skills.				
	Lunchtime	Hold and use a knife and fork correctly, understand about healthy eating				

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Maths	<p>Maths is presented through the engaging play areas of continuous provision that the children explore independently or guided by an adult. The Mastering Number Programme (developed by The Nationals College for Excellence in the Mastering of Number – NCETM) along with White Rose resources, are used to develop early number, numerical patterns shape, space and measure understanding and allow the children to experience Maths at an age-appropriate level.</p> <p>We aim to give children a strong grounding in number so that they develop the necessary building blocks to excel mathematically. We aim to ensure children can count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.</p> <p>We aim to provide frequent and varied opportunities to build and apply this understanding—for example, through the use of manipulatives such as small pebbles and tens frames for organising counting—so that children develop a secure base of knowledge and vocabulary from which mastery of mathematics can be built.</p> <p>We aim to include rich opportunities within the curriculum for children to develop their spatial reasoning skills across all areas of mathematics, including shape, space and measures. We aim to nurture positive attitudes and interests in mathematics, encouraging children to look for patterns and relationships, make connections, ‘have a go’, talk with adults and peers about what they notice, and feel confident that mistakes are part of learning.</p>					
Curriculum Goals	To become a Maths Magician who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.					
Mastering Number	The "Mastering Number" programme, involves short, daily, teacher-led sessions to build number fluency and understanding, with the pace being quick but with small, scaffolded steps to ensure all children grasp concepts. The goal is to foster strong foundations in number sense, using precise language, and a systematic approach with clear progression.					

White Rose	Baseline assessments Week 1-3 Match, sort and compare Week 5 Talk about measure and patterns Week 7 It's me 1,2,3 Representing number, comparing number Composition.	Week 1 It's me 1,2,3 Representing number, comparing number Composition. Week 2 Circles and triangles Week 3 Positional Language Week 4 - 7 1,2,3, 4, 5 Representing number, comparing number Composition.	Week 1 Alive in 5 Zero Week 2 Alive in 5 One more/less Subsisting Week 3 Mass and capacity Week 4 - 5 Growing 6,7,8 Week 6 - 7 Length, height and time	Week 1-3 Building 9 and 10 Week 4 Odd and even Week 4 - 6 3D shapes Week 7 Rotation and pattern Spatial awareness	Week 1 - 2 To 20 and beyond Week 3 How many now? Week 4 - 5 Manipulate, compose and decompose Week 6 Sharing and grouping	Week 1 Sharing and grouping Doubling Week 2-4 Visualise, build and map Week 5 - Make connections Week 6 - 7 Consolidation
	Word Collector	Use mathematical language to explain ideas				
	Daily Routine	Self-registration (10-frames), calendar, visual timetable, book voting, sticker charts (10-frames)				
	Drawing Club	Use of code to unlock the picture. Opportunities to link code to current learning e.g. under formation or number bonds.				
	Continuous Provision	Practise taught skills, use and apply taught skills in real-life situations, use message centres to create secret symbols/passcodes to make things happen, read passcodes left by Adventure Island characters, complete puzzles, "What can you see, how do you see it?"				
	Maths Award	Use mathematical language when drawing, count, subitise, compare numbers and amounts, recall number bonds, draw 2D shapes, read and write secret passcodes				
Ongoing Provision throughout the year.	Story / Song Time	Recognise number in stories. Use maths language such as more, less, measure etc.				

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Knowledge and Understanding of the World	<p>We aim to guide children to make sense of their physical world and their community. We aim to broaden children's knowledge and sense of the world around them through a wide range of personal experiences, such as visiting the theatre, aquarium and local parks and meeting important members of society including police officers, nurses and firefighters.</p> <p>We aim to foster children's understanding of our culturally, socially, technologically and ecologically diverse world by listening to a broad selection of stories, non-fiction, rhymes and poems. We aim not only to build important knowledge but also to extend children's familiarity with words that support understanding across different areas of learning. We aim to enrich and widen children's vocabulary so that they are well supported in developing strong reading comprehension later on.</p>					
Curriculum Goals	<p>To become a Curious Cat who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places.</p>					
PSHE (Kapow)	Self-regulation: My Feelings <ul style="list-style-type: none"> - Identifying my feelings - Feeling Jars - Coping Strategies - Describing Feelings - Facial Expressions - Creating a calm corner 	Building Relationships: special relationships <ul style="list-style-type: none"> - My family - Special people - sharing - I am unique - My interests - Similarities and differences 	Managing Self: Taking on challenges <ul style="list-style-type: none"> - Why do we have rules - Building towers - Team den building - Grounding - Team races - Circus skills 	Self-regulation: listening and following instructions <ul style="list-style-type: none"> - Simon says - Listening to a story - Pass the whisper - Obstacle races - Blindfold walk - Treasure hunt 	Building relationships: My family and friends <ul style="list-style-type: none"> - Festivals - Sharing - What makes a good friend - Being a good friend - Teamwork - Celebrating friendships 	Managing Self: My Wellbeing <ul style="list-style-type: none"> - What is exercise? - Yoga and relaxation - Looking after ourselves - Being a safe pedestrian - Eating healthy - A rainbow of food.

Knowledge and Understanding the World

Settling into School

- Recognise their immediate environment.
- Talk about routines and people in their school.
- Begin to understand their role in a wider community.
- Make observations of school life and describe what they see.

All About Me/Diversity

- Talk about themselves and their personal history
- Understand that they are similar and different to others

- Recognise body parts, senses, and basic physical needs.

- Begin to understand emotions and how to express feelings.

Mental Health / Wellbeing

- Recognise and talk about feelings and emotions.
- Understand ways to manage emotions.

- Develop self-awareness and confidence in expressing themselves and trying new activities.

- Begin to understand relationships with peers

Autumn

- Notice changes in the natural world.
- Explore animals and plants in autumn.
- Talk about how the environment changes with the seasons.
- Use observations to ask questions and make simple predictions.

Festivals and Celebrations

- Recognise and talk about special times or events for themselves, their family, and others.

- Understand that people celebrate in different ways and for different reasons.

- Describe similarities and differences in how celebrations are marked.

- Begin to understand the past and present through celebrations.

- Develop respect for diversity

Winter

- Notice changes in the natural world linked to seasons.

- Observe how people and animals respond to winter.

- Talk about seasonal celebrations associated with winter.

- Explore natural phenomena in winter.

- Recognise patterns and cycles in the environment.

Traditional Tales

- Talk about events in the past (stories set “long ago”).
- Recognise that some stories have been told for generations

- Understand differences between the past and present (homes, clothing, jobs).

- Recognise familiar historical characters or roles (kings, queens, villagers).

- Explore morals, lessons, and traditions in stories.

- Observe and discuss elements of nature in stories.

My Home

- Recognise similarities and differences between homes.

- Talk about their immediate environment.

- Understand that homes can look different around the world.

My Family

- Talk about members of their family.

- Recognise that other families may look different from their own.

- Show respect and awareness of different family traditions, cultures, and celebrations.

Growing & Changing

- Understand that all living things grow and change over time.

- Talk about themselves in the past and present (what they could do as a baby vs. now).

- Recognise how to care for themselves and others as they grow.

Plymouth

- Recognise features of their local environment

- Talk about how Plymouth is similar to or different from other places.

- Know that places have landmarks and special importance

- Understand people’s roles in their community.

Spring

- Notice changes in the natural world linked to the seasons

- Talk about weather patterns and how they affect daily life

- Observe and describe plant growth

- Understand that spring is part of the cycle of the year.

Plymouth vs. London

- Recognise and describe features of their immediate environment

- Compare similarities and differences between environments

- Begin to understand that different places have different purposes

- Explore maps, photos, and landmarks

- Talk about travel and journeys between places

The Royal Family

- Talk about people who are special in society

- Recognise that some places have special cultural significance

- Know some similarities and differences between past and present

- Explore celebrations and national events.

Journeys

- Develop understanding of different modes of transport

- Talk about their own experiences of journeys

- Understand that people travel for different reasons

- Use positional and directional language when discussing routes and maps.

Real Life Superheroes

- Recognise that people have different roles in society.

- Know some similarities and differences between different occupations

- Understand the ways in which these people help the community

- Talk about the lives of people around them

- Begin to understand past and present

- Explore similarities and differences in how communities help each other

- Develop respect for different people and roles

- Make connections with their own lives and the wider world

Summer

- Notice seasonal changes in the natural world

- Understand how the weather affects daily life

- Talk about past experiences of summer

- Explore natural phenomena linked to summer.

Our Wonderful World

- Recognise features of their own environment and the wider world.

- Understand that there are different countries in the world.

- Talk about the natural world around them.

- Explore how people live differently in different parts of the world.

Animals

- Recognise and name a variety of animals.

- Know some similarities and differences between animals.

- Understand the life cycles of some animals (e.g., caterpillar to butterfly)

- Talk about how to care for animals and the environment

- Make observations of animals

Summer







- Notice seasonal changes in the natural world

- Understand how the weather affects daily life

- Talk about past experiences of summer

- Explore natural phenomena linked to summer.

Computing	<ul style="list-style-type: none"> - Identify everyday technology: links to technology at home - Make marks on a digital device to communicate their ideas - Control a programmable toy - Talk about how everyday technology is controlled - Tell an adult if they see something on a digital device that upsets them - Know not to give out any information about themselves - Know that not everything they see on the internet is true 	<ul style="list-style-type: none"> - Know that ICT may be used to communicate information electronically - Know that digital devices can present information in a variety of ways - Navigates their way around an iPad and operate several apps confidently - Understands the basic functions of an iPad (home button, lock button and volume buttons - Tells an adult if they see something on a digital device that upsets them - to know not to give out any information about themselves - to know that not everything they see on the internet is true 	<ul style="list-style-type: none"> - Use a range of devices to record information in a range of formats (text, image, sound) - Interact with multimedia software: children to send a video to parents on Tapestry - Tells an adult if they see something on a digital device that upsets them - to know not to give out any information about themselves - to know that not everything they see on the internet is true 	<ul style="list-style-type: none"> - Identify how technology is used to share information (Google Maps) - Tells an adult if they see something on a digital device that upsets them - to know not to give out any information about themselves - to know that not everything they see on the internet is true 	<ul style="list-style-type: none"> - Knows the difference between computer-based activities (painting changes can easily be made, text can be deleted etc): use Active Inspire to represent an animal of their choice - Tells an adult if they see something on a digital device that upsets them - to know not to give out any information about themselves - to know that not everything they see on the internet is true 	<ul style="list-style-type: none"> - Identify everyday technology: links to technology at home - Make marks on a digital device to communicate their ideas - understand that 'output' is the result of a trigger (pressing the play button) - control a programmable toy - talk about how everyday technology is controlled - Tell an adult if they see something on a digital device that upsets them - Know not to give out any information about themselves - Know that not everything they see on the internet is true
Religious Education	F1 Why is the word 'God' so important to Christians?	F2 Why is Christmas special for Christians	F4 Being Special: where do we belong?	F3 Why is Easter Special for Christians?	F5 Which places are special and why?	F6 Which stories are special and why?
Ongoing Provision throughout the year.	Continuous Provision	By exploring the environment, observing nature, and using tools like magnifying glasses, maps, and technology. They also role play, investigate materials, and talk about themselves, families, and different cultures.				
	Story / Song Time	by listening to stories and songs about people, places, animals, and events. They also ask questions, talk about characters, and make connections to the world around them.				

Topic	All About Me Diversity Mental Health 	Festivals and Celebrations 	Home Sweet Home Plymouth My Home 	Home Sweet Home London Royal Family 	To The Rescue Real-Life Superheroes 	Our Wonderful World Animals 
Expressive Arts and Design	<p>We aim to develop children's artistic and cultural awareness to support their imagination and creativity. We aim to provide children with regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. We aim to ensure that the quality and variety of what children see, hear and participate in helps them develop understanding, self-expression, vocabulary, and the ability to communicate through the arts. We aim for children to experience frequency, repetition and depth in their arts activities, as this is fundamental to their progress in interpreting and appreciating what they observe, respond to and hear.</p> <p>We aim to give children an insight into new musical worlds. We aim to invite musicians to play music for children and talk about it. We aim to encourage children to listen attentively to music and to discuss changes and patterns as a piece of music develops.</p>					
Curriculum Goals	<p>To become a Creative Squirrel who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it. To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.</p>					
Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Work will be displayed in the classroom lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.	Join in with songs beginning to mix colours Build stories around toys (small world) use available props to support role play. Build models using construction equipment. Junk modelling, take picture of children's creations, display in Thornbury Tate and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhythms. Play pitch matching games, humming or singing To draw a self-portrait (enclosing lines): draw definite features. Feelings: taking photos of children acting out emotions. Andy Goldsworthy natural art	Use different textures and materials to make firework pictures. Listen to music and make their own dances in response. Christmas decorations, Christmas cards, Diyas, Christmas songs/poems. The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Role Play of The Nativity. Music: Christmas Songs, Drama through literacy	Produce a piece of artwork using an artist's style as a stimulus. Explore how colour can be changed. Create a collage. Talk about a famous artist. Making lanterns, Chinese writing, puppet making, create and describe pattern: building materials. Drama through literacy	Make different textures; make patterns using different colours. Encourage children to create their own music. Exploration of other countries – dressing up in different costumes Easter crafts printing, patterns on Easter eggs. Rubbings of leaves/plantsI can combine media to make a collage. Making houses. Junk modelling, houses. Provide children with a range of materials for children to construct with. Drama through literacy	Collage-farm animals / Pastel drawings, Create collaboratively: papier mâché: working in pairs. Animal patterns Drama through literacy.	Water pictures, collage, shading by adding black or white, colour mixing Colour mixing – underwater pictures. Making models from recycled materials: link to keeping our sea clean Drama through literacy

Early Learning Goals for the end of the year

Communication and Language	Personal, social, emotional development	Literacy	Physical development	Maths	Understanding the World	Expressive arts and design
<p>ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p>	<p>ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

Progression of skills



This is a tool to ensure challenge for all learners using Continuous Provision and to add resources through the year.

The resources to facilitate the skills are not defined to a particular level of skill but provides ideas of how to layer resources up into Continuous Provision as the children's skills develop in each area.

Small World Area / Loose Parts Area

Behaviour	Imitates and represents objects as another	Represents an environment	Creates narrative around play	Recalls past events	Resources to facilitate play
Extended Skill	<ul style="list-style-type: none"> - Represents a range of resources as chosen objects - Able to find a resource for a given purpose to fit in with their narrative 	<ul style="list-style-type: none"> - Create an environment that they have created/ imagined - Children design and imagine their own story setting 	<ul style="list-style-type: none"> - Uses story language and story features to create a narrative of their own. 	<ul style="list-style-type: none"> - Able to intertwine their own experiences with the experiences of others - Creates shared narratives 	Open ended resources – pinecones, rocks, pebbles, buttons, lollipop sticks, small bits of material, sticks, peg dolls, foliage Mini me character photos Animals (organised into animal groups)
Developing Skill	<ul style="list-style-type: none"> - Represents objects as different objects - Explains what they are (e.g.: - This is my car) - Talks expressively about the object they have represented as something else 	<ul style="list-style-type: none"> - Represent/create environments from stories 	<ul style="list-style-type: none"> - Uses some story language in their play - familiar lines from stories, familiar story themes 	<ul style="list-style-type: none"> - Articulates thoughts and feelings through narrative 	Characters from familiar stories Doll's house and house furniture Mini me Character photos Animals
Emerging Skill	<ul style="list-style-type: none"> - Imitates sounds (e.g. vehicles and animals) - Represents objects as they are. 	<ul style="list-style-type: none"> - Represent an environment that they are familiar with 	<ul style="list-style-type: none"> - Explains their actions in small world play (e.g. pretend the man is walking) 	<ul style="list-style-type: none"> - Acts out their experiences through a narrative. 	Artificial grass Coloured fabric Cars, vehicles Figures from stories/tv etc Fairy tale characters Animals.

Construction Area / Loose Parts Area

Behaviour	Creates a structure	Spatial Awareness	Constructs with a purpose in mind	Resources to facilitate play
Extended Skill	<ul style="list-style-type: none"> - Combines resources to create a structure - Builds more elaborate structures. - Includes systems (e.g.:- Pathways, roads, bridges etc.) and adds detail to structure - Ensures model is stable 	<ul style="list-style-type: none"> - Build a house/model with different rooms or different parts - Uses smaller blocks/construction tools to create intricate structures 	<ul style="list-style-type: none"> - Change, adapt and modify model to serve a purpose - Combine construction resources to create model - Creates a design before they construct 	Small blocks Lego Meccano Nuts and bolts Handles Wheels and axels Knex Squared paper/design sheets
Developing Skill	<ul style="list-style-type: none"> • Uses resources to construct buildings • Positions resources both vertically and horizontally 	<ul style="list-style-type: none"> - Connects buildings and structures (e.g.:- Putting a road between buildings). - Select the appropriate sized blocks/ construction resources for their chosen purpose. - Select the appropriate sized blocks/construction resources for chosen workspace. - Understands safety elements (e.g.:- If tower is taller than themselves then it might hurt them if it falls) 	<ul style="list-style-type: none"> - Knows what they want to build when they begin to construct - Plans what they will use 	Duplo Mobilo Small blocks Large Blocks Coloured blocks Squared paper
Emerging Skill	<ul style="list-style-type: none"> - Uses resources to build towers - Builds vertical models 	<ul style="list-style-type: none"> - Constructs in a large square with large blocks. - Constructs in a small square with small blocks. 	<ul style="list-style-type: none"> - Has an idea about what they will build before they begin - Selects resources they need as they go. 	Duplo Stickle bricks Mobilo Small block Large blocks

Role Play Area

Behaviour	Express emotions and feelings	Acts in a role	Creates narrative around play	Recalls past events	Resources to facilitate play
Extended Skill	<ul style="list-style-type: none"> - Expresses a range of emotions - through role play - Responds to scenarios in role play with empathy 	<ul style="list-style-type: none"> - Plays as different roles. - Uses different voices and - Expressions - Takes on a range of roles confidently 	<ul style="list-style-type: none"> - Uses story language and story - features to create a narrative of their own - Creates shared narratives 	<ul style="list-style-type: none"> - Able to intertwine their own - experiences with the experiences of others 	Material, scarves, cloaks Hats, ties, bags, purses, jewellery Pillowcases (for children to create their own outfits with)
Developing Skill	<ul style="list-style-type: none"> - Expresses some emotions through role play - Shows an awareness of the feelings of other 'characters' - feelings in joint role play 	<ul style="list-style-type: none"> - Dresses in different outfits to become different characters - Uses props to develop their chosen character role - Acts out both familiar and - Imaginative scenarios 	<ul style="list-style-type: none"> - Uses some story language in their play - familiar lines from stories, - familiar story themes - Describes what they are doing in their role play 	<ul style="list-style-type: none"> - Articulates thoughts and - feelings through narrative 	Till and coins Selection of play food Household objects Role play outfits <i>Begin to introduce more open-ended resources</i> Babies and baby clothes
Emerging Skill	<ul style="list-style-type: none"> - Laughs and smiles in role - Pretends to cry in role 	<ul style="list-style-type: none"> - Plays in role as themselves in situations that are within experience. - Acts out common scenarios. 	<ul style="list-style-type: none"> - Talks about and explains their actions in role play. 	<ul style="list-style-type: none"> - Acts out their experiences thoughts and narrative. 	Selection of play food Household objects e.g. brush and dustpan, pots and pans, bowls, plates etc. Role play outfits - e.g.: - Hi vis jackets, police outfit, nurse outfit etc.

Malleable Area

Behaviour	Rolling	Moulding	Cutting	Shaping	Resources to facilitate play
Extended Skill	<ul style="list-style-type: none"> - Uses rolling pin to roll dough/clay flat with pressure - Ensures they have rolled dough to desired size/shape 	<ul style="list-style-type: none"> - Chooses tools to create a desired shape, size, texture 	<ul style="list-style-type: none"> - Uses cutting tools to create a desired shape - Uses cutting tools to cut away any excess dough/ clay 	<ul style="list-style-type: none"> - Uses tools to add detail - Creates more intricate shapes - Able to use tools to manipulate dough/ clay to add detail 	<ul style="list-style-type: none"> - Modelling clay - Clay and clay tools - Clay boards - Water - (to be used to shape and mould clay) - Lollipop sticks, matchsticks etc.
Developing Skill	<ul style="list-style-type: none"> - Uses rolling pin to flatten dough/ clay with some necessary pressure 	<ul style="list-style-type: none"> - Explores the way tools create different textures 	<ul style="list-style-type: none"> - Uses cutters to cut out shapes in dough/ clay - Uses tools to cut away excess dough 	<ul style="list-style-type: none"> - Smooths dough with hands/ fingers to shape it - Roll's dough in hands to shape it 	<ul style="list-style-type: none"> - Extruders with patterned ends - Plastic knives - Metal trays and tins in different sizes - Introduce tougher malleable materials like clay
Emerging Skill	<ul style="list-style-type: none"> - Uses rolling pin to roll dough/ clay 	<ul style="list-style-type: none"> - Uses hands to flatten dough/ clay - Uses hands to squash, bend, twist and stretch dough/ clay 	<ul style="list-style-type: none"> - Tears dough/ clay with fingers - Splits up dough using hands 	<ul style="list-style-type: none"> - Squashes dough with hands and fingers to shape it 	<ul style="list-style-type: none"> - Play Dough - Muffin tins - Metal trays - Cookie cutters - Rolling pins - Dough stampers - Bowls and dishes

Junk Modelling Area / Creative Area / Snipping Station

Behaviour	Cutting	Fixing/Joining	Stick/Collage	Resources to facilitate play
Extended Skill	<ul style="list-style-type: none"> - Uses scissors with increased control to cut out a desired shape - Uses scissors to cut thicker materials such as card 	<ul style="list-style-type: none"> - Plans how they will fasten things together - Checks that fastening is secure - Selects media to achieve desired effect 	<ul style="list-style-type: none"> - Make decisions about what they will use to stick - which will be most effective way to stick? - Controls glue spatula to spread glue - Makes decisions about what the correct amount of tape/ glue to use is 	<p>Scissors, hole punch, cello tape, masking tape, stapler, paper clips, treasury tags, split pins, Glue/ PVA glue</p> <p>Range of paper/card</p> <p>Lollipop sticks, match sticks, pom poms, feathers, sequins, beads, buttons</p> <p>Support using glue gun</p>
Developing Skill	<ul style="list-style-type: none"> - Some control over scissors to cut materials - Holds scissors correctly 	<ul style="list-style-type: none"> - Fastens paper and card together with success - Beginning to explore techniques to join thicker materials 	<ul style="list-style-type: none"> - Able to use glue/tape to fasten thicker materials together - Sticks carefully selected items together to achieve desired purpose - Uses sticking resources to explore creating different textures 	<p>Scissors, cello tape, masking tape</p> <p>Large and small boxes</p> <p>Thick and thin card</p> <p>Paper, tissue paper, crepe paper</p> <p>Bottles, tubes</p> <p>PVA glue</p> <p>Glue sticks</p> <p>Lollipop sticks, match sticks, pom poms, feathers, sequins, beads, buttons</p>
Emerging Skill	<ul style="list-style-type: none"> - Using scissors with two hands to cut a piece of paper - Tears materials to make them the desired size / shape. - Begins to make snips in paper. 	<ul style="list-style-type: none"> - Explores fastening resources together using available resources. 	<ul style="list-style-type: none"> - Uses glue to attempt to stick but may not be secure. - Able to use glue to fasten paper. thin resources together. - Sticks objects randomly onto paper / card. 	<p>Masking tape,</p> <p>PVA glue</p> <p>Card Paper, tissue paper, crepe paper</p> <p>Boxes, tubes</p> <p>Lollipop sticks, match sticks, pom poms, feathers</p>

Creative Cuddy / Painting / Creative Area

Behaviour	Mixing	Printing	Mark Making / Painting	Resources to facilitate play
Extended Skill	<ul style="list-style-type: none"> - Experiments with different tones and shades - Makes choices about what colours they will mix - Mixes an intended colour for an intended purpose 	<ul style="list-style-type: none"> - Prints to create patterns and pictures - Prints with a range of colours. - Carefully plans where they will print and what they will print 	<ul style="list-style-type: none"> - Express their thoughts and ideas with paint - Observes objects on display when painting and responding with paint - Uses a range of movements and brush strokes to paint 	Mixing cards Paint sample cards Different sized paint brushes Range of paper Choice of working horizontally or vertically (easel or table top) Artwork examples from artists
Developing Skill	<ul style="list-style-type: none"> - Uses primary colours to mix secondary colours - Explores the properties of colours as they mix - Mixes colour for a desired purpose 	<ul style="list-style-type: none"> - Paints onto chosen printing tool before printing - Takes time when printing 	<ul style="list-style-type: none"> - Uses horizontal and vertical brush strokes to paint - Paints a desired picture - Gives meaning to the marks that they make 	Different sized paint brushes Powder paint Poster paint Mixing cards Water Palettes Range of paper
Emerging Skill	<ul style="list-style-type: none"> - Experiments with colour mixing but with no intention to mix a certain colour 	<ul style="list-style-type: none"> - Explores printing with different objects - Prints randomly on paper - Puts printing tool into paint then prints on paper 	<ul style="list-style-type: none"> - Covers the paper in paint - Paints in random directions 	Paint brushes Poster paint Water Palettes

Expressive Art

Behaviour	Dance	Imagination	Music	Resources to facilitate play
Extended Skill	<ul style="list-style-type: none"> - Express their feelings and responses on dance and performing arts - Move to and talk about dance and performing arts - Make up simple dances on own or with others 	<ul style="list-style-type: none"> - Develops storylines in play - Apply new vocabulary learnt in role play - Apply own experiences and knowledge to storylines - Adapt own ideas to accommodate others - Confidently finds props to assist with play - Confidently make props to assist play experiences or make representations 	<ul style="list-style-type: none"> - Sing in a group or on their own, increasingly matching the pitch and following the melody - Listen attentively to music - Discuss changes and patterns in music - Talk about why they like a particular song - Engage and explore music making and perform with others or in a group 	Scooters Bicycles, stabilizers, balance bikes Helmets Tunnels Dens, tents Large boxes Crates Tyres Balance beams Stilts Stepping stones Logs Climbing equipment/frame Large building blocks Bats Balls Quoits Scarves, flags, streamers Hoops Skittles Parachute Soft play equipment Slopes, hills, steps
Developing Skill	<ul style="list-style-type: none"> - Watch and talk about dance and performing arts - Copy simple movements and begin to make up dances 	<ul style="list-style-type: none"> - Plays cooperatively with others in role play - Apply own experiences and knowledge to play - Begins to find props to assist with play - Develop own ideas and choose which materials to build or make 	<ul style="list-style-type: none"> - Sing in a group or on their own with increasing confidence and recall of words - listen to music with increased attention - begin to talk about performances - begin to tap out a rhythm with hands or an instrument 	
Emerging Skill	<ul style="list-style-type: none"> - Copy simple movements - Responds when asked about dance and performing arts - Shows an interest in watching dance and performing arts 	<ul style="list-style-type: none"> - Chooses to be a particular character - Use an object to represent something else - Asks for help in finding props to assist with play - Make simple models to represent people, animals, objects 	<ul style="list-style-type: none"> - Sing in a group or on their own and recall most of the words - Sings or requests favourite songs - Explores instruments and the way they sound - Listen with increased attention to sounds 	

Sand Area

Behaviour	Dig	Mould	Sieve	Bury/Enclose	Resources to facilitate play
Extended Skill	<ul style="list-style-type: none"> - Selects the most appropriate scoop/ spade for digging - Digs with control - Digs for a desired purpose 	<ul style="list-style-type: none"> - Uses a range of containers/ moulds to create intricate sand creations - Uses spades/ scoops/ buckets to make sand into desired shapes 	<ul style="list-style-type: none"> - Sieves sand for a desired effect - Sieves sand for a desired purpose - Sieves sand to filter out larger objects 	<ul style="list-style-type: none"> - Buries and covers up resources - Pats sand down to cover up resources - Uses spades/ scoops to bury objects 	<p>Potato mashers Colander Kitchen utensils Different sized containers Sieves with small holes/ large holes</p>
Developing Skill	<ul style="list-style-type: none"> - Scoops sand up using scoop/ spade - Moves sand from A to B using a spade - Loses little sand off the spade - Able to dig a hole or space in sand 	<ul style="list-style-type: none"> - Free play with hands – makes shapes, heaps and tunnels - Fills moulds and shapes and turns over to make shape - Recognises that damp sand holds shape 	<ul style="list-style-type: none"> - Recognises that dry sand falls freely through fingers/ sieve 	<ul style="list-style-type: none"> - Free play with hands. - Uses hands to cover up objects 	<p>Ice cube moulds Irregular shaped moulds Different sized sieves, Different sized buckets, containers Short-handled scoops/ spades</p>
Emerging Skill	<ul style="list-style-type: none"> - Explores moving sand using spade/ scoops - Digs using hands - Lifts sand in hands and places back down. 	<ul style="list-style-type: none"> - Makes impressions using hands, fingers, knees, arms fills containers/buckets with sand pats down sand to make it smooth. 	<ul style="list-style-type: none"> - Sifts sand through fingers. - Explores and observes the way sand moves through sieve 	<ul style="list-style-type: none"> - Covers their hands and fingers in sand. 	<p>Different shaped moulds Buckets Spaces, scoops Long and short handled sieves</p>

Water Area

Behaviour	Pouring	Filling	Transporting	Mixing	Resources to facilitate play
Extended Skill	<ul style="list-style-type: none"> - Pours an amount of water into a chosen container - Pours with increased accuracy with less spilling 	<ul style="list-style-type: none"> - Fills a container to their intended point of fill - Starting to read scales when filling 	<ul style="list-style-type: none"> - Spills little or no water when transporting - Does not fill the container to the top shows an awareness of how much they can carry without spilling - Plans and uses the most effective ways to transport water to avoid spillages 	<ul style="list-style-type: none"> - Understands what will happen to the water when they mix it - Loses little or no water when mixing 	Spoons with slots and holes in Measuring spoons Different sized spoons Jugs with spouts Jugs with handles Piping Pipettes, basters
Developing Skill	<ul style="list-style-type: none"> - Pours slowly into an intended place (e.g.: - Back into the tray or in another container as not to lose any 	<ul style="list-style-type: none"> - Fills containers with increasing control. - Fills containers with a desired amount 	<ul style="list-style-type: none"> - Carefully carries water from A to B but spills a little - Explores using a range of resources and techniques to transfer water for example pipets 	<ul style="list-style-type: none"> - Mixes slowly as not to spill - Increased control when mixing - Mixes with a goal in mind for example to make potions 	Different sized containers Pots and pans Colanders Kitchen utensils Natural materials Funnels Some transparent containers Whisks
Emerging Skill	<ul style="list-style-type: none"> - Tips to pour quickly - Drops objects into the water - Observes as they pour water from container to container - Observes the way water moves 	<ul style="list-style-type: none"> - Fills containers until they overflow - Randomly fills different containers. 	<ul style="list-style-type: none"> - Carries water from A to B but spill large amounts of water along the way. - Explored the way water moves and is transported. - Tries to catch water as it is transported. 	<ul style="list-style-type: none"> - Explored the way water moves as they mix and stir it. - Spills some water when mixing. 	Different sized beakers Different sized containers Irregular shapes containers Buckets Water wheel.

Science / Investigation Station / Curiosity Cube

Behaviour	Observe	Investigate / Experiment	Test	Resources to facilitate play
Extended Skill	<ul style="list-style-type: none"> - Closely observes experiments over a number of days - Discusses what their observations tell them - Seeks out things to observe to find things out. 	<ul style="list-style-type: none"> - Records their findings in their own way. - Makes decisions about what will be the most effective resource to use to carry out an experiment. 	<ul style="list-style-type: none"> - Tests ideas and theories - Plans what they will do next based on their findings. 	<ul style="list-style-type: none"> - Sorting trays, collecting pots - Cameras - Notebooks, notepads, clipboards.
Developing Skill	<ul style="list-style-type: none"> - Observes something with interest - Notices and comments on change in their environment/outdoors - Asks questions about what they have observed 	<ul style="list-style-type: none"> - Uses appropriate resources to carry out chosen test - Formulates a hypothesis about what they think will happen and why 	<ul style="list-style-type: none"> - Plans a test – considering what it is they want to find out. - Thinks about how they can find out the answer to their question 	<ul style="list-style-type: none"> - Mirrors - Pull/push toys - Range of materials - Range of objects - Springs, spinners - Timers - Magnets
Emerging Skill	<ul style="list-style-type: none"> - Observes the immediate world around them - Comments on what they can see 	<ul style="list-style-type: none"> - Explores cause and effect. 	<ul style="list-style-type: none"> - Explored cause and effect but changes a variable (e.g.:- Floating and sinking – will it float if there is more water?) 	<ul style="list-style-type: none"> - Goggles - Magnifying glasses - Binoculars - Range of materials - Range of interesting objects

Mud Kitchen

Behaviour	Imagine	Problem Solve	Action	Purpose	Resources to facilitate play
Extended Skill	<ul style="list-style-type: none"> - Expands variety of concoctions including magical/fantasy themes- magical drinks, potions, lotions and medicines. 	<ul style="list-style-type: none"> - Uses new equipment in a variety of scenario - Will talk to peers and work together to solve a problem 	<ul style="list-style-type: none"> • Sharing out • serving • ladling • whisking • moulding • crushing • mashing • measuring • boiling • sieving 	<ul style="list-style-type: none"> - Can follow a recipe that uses simple language and words in line with phonic knowledge. - Works through all stages of process of making something combining ingredients, cooking and serving 	Recipes Ladles, Whisks Moulds Pestle and mortar Masher Measuring cups/spoons Measuring jugs/scales sieve
Developing Skill	<ul style="list-style-type: none"> - Adds imagination to what they create worm pie, slime, cake, eye ball soup 	<ul style="list-style-type: none"> - Uses trial and error multiple times to effectively use a new piece of equipment - Will observe peers and learn from what they are doing 	<ul style="list-style-type: none"> • scooping • stirring • mixing • transferring • patting/smoothing • adding • picking • chop 	<ul style="list-style-type: none"> - Can follow a recipe that use pictorial representations - Has an end goal in mind and can talk about ingredients and actions needed to reach goal 	Recipes (pictorial) Scoops Wooden spoons Bowls Metal spoons Plastic spoons Plastic knives Herbs Vegetables/fruit
Emerging Skill	<ul style="list-style-type: none"> - Create familiar everyday meals, pies, cakes, soup 	<ul style="list-style-type: none"> - Explores how new resources work and incorporates them into play - Asks for help with new equipment. 	<ul style="list-style-type: none"> • Splattering/splashing • Emptying • Filling • pouring 	<ul style="list-style-type: none"> - With support can talk about what they are making and name ingredients that they are using. - Explores combining resources 	Mud Saucepans Bowls Big spoons Water

Message Area / Mark Making / Writing Tables

Behaviour	Marks	Meaning	Pencil Grip	Purpose	Resources to facilitate play
Extended Skill	<ul style="list-style-type: none"> - Becomes aware of letter/sound connections - Writes recognisable letters/words/phrases 	<ul style="list-style-type: none"> - Can read back writing to an adult - Uses phonic knowledge to support with spelling - Beginning to understand use of punctuation 	<ul style="list-style-type: none"> - Modified tripod/tripod grip - Dominant hand is developed 	<ul style="list-style-type: none"> - Experiments with different forms of writing - Able to talk about the purpose of writing 	Sound mats Key words Variety of templates Notebooks
Developing Skill	<ul style="list-style-type: none"> - Understands that writing and drawing are different - Is aware of directionality - Name and write recognisable letters 	<ul style="list-style-type: none"> - Is aware that print has meaning - Gives meaning to own marks 	<ul style="list-style-type: none"> - Digital grip 	<ul style="list-style-type: none"> - Write words that are familiar to them and their name - Understands different forms and writing and mark makes to imitate this form of writing e.g. shopping lists. 	Name cards Whiteboards and pens Pens/ pencils /crayons / chalks Variety of paper
Emerging Skill	<ul style="list-style-type: none"> o Controls scribbles o Draws circles. Lines and other patterns 	<ul style="list-style-type: none"> - Marks do not communicate meaning - Does not always look at the paper when mark making. 	<ul style="list-style-type: none"> - Palmer/whole hand grasp. 	<ul style="list-style-type: none"> - Exploring how to make marks on paper 	<ul style="list-style-type: none"> - Chunk pencils/pens - Pencil control patterns - Dough Disco

Fine Motor Skills / Funky Fingers

Behaviour	Posting (hand eye co-ordination)	Squeezing	Threading	Resources to facilitate play
Extended Skill	<ul style="list-style-type: none"> - Small pegs on peg boards - Small matchsticks into small holes - Balancing marbles on golf tees 	<ul style="list-style-type: none"> - Tweezers to pick up small objects - Tongs to pick up small objects - Feed the tennis ball mouths (cut a slit in a ball and then squeeze to open it as a mouth shape) 	<ul style="list-style-type: none"> - Threading smaller beads (pony beads) onto string or onto pasta stuck into dough) • Threading beads onto pipe cleaners to make bracelets • Weaving ribbon • Hanging objects onto trees/twigs • Threading nuts and bolts 	Pegs / Pegboards Marbles Golf tees Tweezers Tongs Beads Pasta Ribbon Nuts and bolts
Developing Skill	<ul style="list-style-type: none"> - Large pegs on pegboards - Scoops/spoons to put objects into containers - Balancing small balls on golf tees 	<ul style="list-style-type: none"> - Pipettes to squeeze out one drop of liquid - Sponges to squeeze out water - Pegs onto cardboard shapes/pieces of ribbon 	<ul style="list-style-type: none"> - Threading pasta onto string - Threading pipe cleaners into colanders/plant pots/air flow balls - Thread cut up straws onto pipe cleaners threading leaves on a stick 	Large pegs Scoops and spoons Small balls Pipettes Sponges Pegs Pasta Pipe cleaners straws
Emerging Skill	<ul style="list-style-type: none"> - Putting coins/cards in a container with a slit - Use of hands to post items into containers 	<ul style="list-style-type: none"> - Popping bubble wrap - Moulding dough into different shapes - Washing up liquid bottles to empty liquid out 	<ul style="list-style-type: none"> - Threading chunky beads onto pipe cleaners - Threading tubing (cut up toilet rolls/ kitchen rolls) onto string 	Coins Posting boxes Bubble wrap Dough Chunky beads Pipe cleaners

Gross Motor

Behaviour	Body Movement	Climbing	Balance and co-ordination	Resources to facilitate play
Extended Skill	<ul style="list-style-type: none"> - Roll with control, confidence and precision - Walk for longer periods and aware of space - Jump on 2 feet with control, confidence and for longer periods - Jump and turn 180 - Begin to jump with a rope - Can run avoiding obstacles, with greater control, adjust and stop speed - Confidently throw a ball with accuracy to another person - Confidently catch a ball from another person - Can queue in a line being aware of others' space - Experiments and chooses ways to move through and travelling on apparatus 	<ul style="list-style-type: none"> - Crawl with control, confidence and precision - Climb on apparatus with control, confidence and precision - Confidently climbs up steps using alternate feet 	<ul style="list-style-type: none"> - Hop with greater balance, control and for longer periods - Skip with greater balance, co-ordination and for longer periods - Confidently ride a scooter - Confidently ride a tricycle and bike with or without stabilisers - Make up own simple dance routine or sequence - Hit a ball with a bat with greater accuracy 	Scooters Tricycles Bicycles, stabilizers, balance bikes Helmets Tunnels Dens, tents Large boxes Crates Tyres Balance beams Stilts Stepping stones Logs Climbing equipment/frame Large building blocks Bats Balls Quoits Scarves, flags, streamers Hoops Skittles Parachute Soft play equipment Slopes, hills, steps
Developing Skill	<ul style="list-style-type: none"> - Throw a ball with increasing accuracy - Roll a ball with increasing accuracy - Catch a ball with increasing accuracy - Jump across stepping stones - Collaborate with others to manage moving large items such as planks safely - Wave flags or streamers with greater control 	<ul style="list-style-type: none"> - Crawl with increasing control and confidence - Climb on apparatus with increasing control and confidence - Climb up steps using alternate feet with increasing accuracy and confidence 	<ul style="list-style-type: none"> - Able to use and remember sequences and patterns of movements relating to music and rhythm - Begin to hit a ball with a bat - Ride a scooter or a tricycle with increasing control - Skip with increasing control - Hop with increasing control - Stand on one leg for a longer period 	
Emerging Skill	<ul style="list-style-type: none"> - Throw a ball • Roll a ball • Begin to catch a ball • Jump on and off a small step 	<ul style="list-style-type: none"> - Begin to climb up steps, or apparatus using alternate feet 	<ul style="list-style-type: none"> - Ride a scooter or a tricycle with some assistance • Make attempts to skip and hop • Begin to stand on one leg • Can copy sequences and patterns of movements relating to music and rhythm 	