Hillside Early Years Curriculum



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

('The Statutory Framework for the Early Years Foundation Stage.' DfE March 2014)

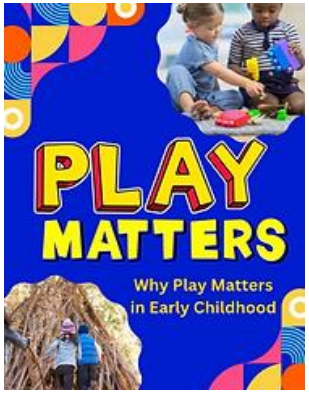
Connected and Cohesive Curriculum

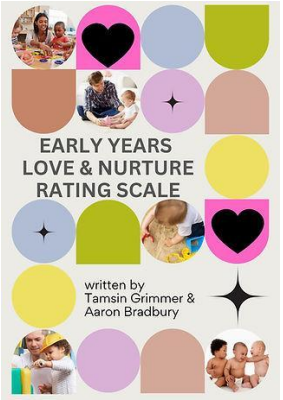
We know that within a child's first 5 years, their brain is growing rapidly compared to any other time in their life. We have therefore created our curriculum based on evidence, research and interests of our children, to ensure we support their development, wellbeing and learning experiences, whilst they are here with us.

Alongside our curriculum we ensure to provide stimulating and enabling indoor and outdoor environments, first hand experiences through visits and visitors and community links by engaging with local businesses, the local area and people from our community.

We understand that every child is unique and they do not all learn in the same way or pace. Therefore, we have adopted a holistic approach to our curriculum, allowing children to learn through their play, revisit and build on prior knowledge and skills, deepening their understanding. We have developed our curriculum from various pedagogical approaches, government documents, school to school experiences, new research and training events and support from Early Years Advisors. Our main document is the Development Matters (2021), as well as continually drawing from recent documents such as 'Play Matters' and 'The Early Years love and Nurture rating scales'.











Development Matters: Characteristics of Effective Learning

These are the behaviours children use to learn and develop.

Playing and Exploring

-Children investigate and experience things and have a go.

Active Learning

-Children concentrate and keep on trying if they encounter difficulties and enjoy achievements

Creating & Thinking Critically

-Children have and develop their own ideas, make links and develop strategies.

Prime Areas:

These are the foundation for the children's development and learning and help to build a strong base for future learning.

-Personal, Social and Emotional Development (PSED)

-Communication and Language

-Physical Development

Specific Areas:

These areas focus on essential skills and knowledge for future success.

-Literacy

-Mathematics

-Understanding the World

-Expressive Arts and Design

Schemes and Strategies

Literacy **Writing:** *Writing opportunities are offered both in our indoor and outdoor environments. We use Drawing Club within both Nursery and Reception to support language, vocabulary and a promote a love of stories. We use Pathways to Write in Summer Term in Reception to support the children's writing skills and prepare them for using this scheme within the rest of the school.* **Reading:** *We have carefully chosen key texts to promote the joy of reading, diversity, considering rhymes, fiction/non-fiction and children's interests. We promote a language rich environment, promoting reading at home, visiting our local library and school library and retelling stories throughout the day within provision.* **Phonics:** *We use the FFT Success for all Phonics scheme, within both classes. Phase 1 is taught in Nursery-tuning in to environmental sounds, rhyme, alliteration and hearing initial sounds. In the Summer Term, individual sounds are taught and blending is introduced. Phase 1 activities continue into the Reception environment and then Phase 2 and 3 are introduced in Reception phonics sessions. Small groups allow for individual support to ensure gaps are closed almost immediately, so that no child is left behind. We hold Phonics cafes for our parents, so that they are all aware of our phonics scheme, how we do it and how they can support their child at home.*
Maths: *Master the curriculum is used within Nursery and NCETM Maths Number is used within Reception. The NCETM program, allows us to deepen the children's skills and knowledge when they come into Reception. We wove maths into all areas of the provision, both indoors and outdoors and have activities as part of our home learning bingo, so parents can support these skills at home.*
Music: *We use elements of Charanga throughout Reception to enhance musical opportunities daily, before they move into KS1. We have daily singing, rhyming and musical stories using instruments and body percussion, as well as having opportunities to access music within the provision.*
Communication and Language: *We use WelComm, a speech and language toolkit, to identify and children requiring additional support whilst in Nursery and Reception. We have a focus on a vocabulary rich environment and use Signalong to support with this. We are training our staff to ensure they have high quality interactions with our children which create opportunities for language development every day.*

Nursery Curriculum Overview 26-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Special Dates	9th September-Teddy Bear Day Harvest? October-Black History Month 1st October-National Poetry Day 5th October- World Space Week 31st October-Halloween	5th November-Guy Fawkes Day 6th November-Diwali 8th November-Remembrance Sunday 11th November-Remembrance Day 16th November-Nursery Rhyme Week Children in need? 25th December-Christmas	1st January-New Year's Day 29th January- Bird watch 1st February-Children's mental health week 5th February- Number Day 6th February- Lunar New Year 9th February-Shrove Tuesday and Safer Internet 14th February-Valentine's Day	March-Women's History Month 4th World Book Day 6th-15th March-British Science Week 17th March- St Patricks Day 19th March- Red Nose Day 28th March-Easter	22nd April-Earth Day 23rd April-St George's day 8th May-VE Day	20th June- King's Birthday
Connected links/skills	**Discover** -Discover new settings -Discover new friends -Discover who I am -Discover how I feel? -Discover who is in my family -Discover my like and interests -Discover what makes me feel safe	**Connect** -Connecting with the community (Church visit/library) -Connect with other religions -Connections between events and how we celebrate inside and outside of school -Connections between weather and clothes -Connections between events and costumes/outfits -Connections with what is happening outside	**Think** -Think about who you love and why -Think about foods you like/dislike -Think about where eggs come from -Think about why we celebrate -Think about the special days in our lives -Think about animals and their babies -Think about different jobs there are	**Change** -Changes in the weather -Changes in light/dark -Changes in the season -Changes in the minibeasts you see -Changes in the food -Changes in the plants -Changes in our families (Mother's day) -Changes in our pets	**Create** -Create using new materials -Create songs -Create music -Create performances -Create new life (grow plants) -Create patterns -Create stories -Create new friendships	**Investigate** -Investigate our school/new class -Investigate our local community -Investigate the weather -Investigate colours -Investigate the changes to our day -Investigate places to go -Investigate changes in ourselves -Investigate how to be safe

Visitors/Outings	Harvest festival Walk around the community Library visits? Mr Minter-Story reading and questions Mystery Reader visit	Nativity Performance Grinch Day-Grinch Visit? Church visit-Christmas Mr Loome-Story Reading and questions Mystery Reader visit	Owl visit? Ms Spencer -Story Reading and questions Mystery Reader visit Occupation visits from family members/people in the community	SAW day Church visit-Easter Mrs Foster -Story Reading and questions Mystery Reader Visits-Different jobs	Mystery Reader Visits	Reception Transitions Reception teacher -Story Reading and questions Mystery Reader Visits
Core Texts/clips	Room For all of Us, The Everywhere Bear (Teddy Bears Day) Incredible you The Family Tree Little red hen Whatever next Spinderella	The Best Diwali Ever Remembrance Day? The Great Nursery Rhyme Disaster The Leaf Thief The Christmas story The Pine tree What the ladybird heard at Christmas	Little chick OneLittle Bird Job/occupation book? The Great Race Runaway pancake Love - A book of Kindness	Queens Knickers Little bee-(environment- bee awareness) The Tiny seed I am not the Easter Bunny	Jack and the beanstalk Misha makes a friend Pattern related maths book? VE Day? Giraffes can't dance The Dot	Room For all of Us, The Everywhere Bear (Teddy Bears Day) Incredible you The Family Tree Little red hen Whatever next Spinderella
Beginning of Term Checkpoint	-Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?" -Towards their third birthday, can the child use around 300 words? These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing). -Is the child linking up to 5 words together? -Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') – these may not always be used correctly to start with. -Can the child follow instructions with three key words like: "Can you wash dolly's face?"					
Literacy/ Communication and Language **(FFT Phonics)**	**Listening, Attention and Understanding** Children will know how to listen to a story (CL31) Children will recall key points in a story (CL31) Children can stop what they are doing and listen to an instruction (CL32) **Speaking**	**Listening, Attention and Understanding** Children will understand who questions (CL30) Children will understand two-part instructions (CL34) **Speaking**	**Listening, Attention and Understanding** Children will understand what questions (CL30) **Speaking** Children will know and retell stories with traditional tales (CL31)	**Listening, Attention and Understanding** Children will understand when questions (CL30) **Speaking** Children will know and retell stories with traditional tales (CL31)	**Listening, Attention and Understanding** Children will understand where questions (CL30) **Speaking** Children will know and retell stories with repeated refrains (CL31)	**Listening, Attention and Understnding** Children will understand why questions (CL35) **Speaking** Children will know and retell stories with repeated refrains (CL31) Children will continue a conversation with a peer (CL42 & C38)

	Children will know the songs: -Twinkle Twinkle ***(rhythm and sentence pattern focus)*** -Head's Shoulders, Knees and Toes ***(body vocabulary, listening speed, following instructions)*** (CL36) Children will know the rhymes: -Pat a cake (***rhythm and social interaction)*** -Humpty Dumpty ***(listening and retelling)*** (CL37) **Comprehension** Children will know the logos for local supermarkets (L16) **Word Reading** Children will spot and suggest rhymes (L17) **FFT Phonics** Phase 1: -Rhyme and Rhythm Recognition -Body percussion -Instrumental Sounds -Environmental Skills -Using rhymes -Identifying sounds -Counting sounds -Oral segmenting -Oral blending **Writing**	Children will know the songs: -Incy Wincy Spider ***(sequencing and retelling)*** -If you're happy and you know it ***(actions and emotions)*** (CL36) Children will know the rhymes: -Mary had a little lamb ***(storytelling and describing)*** -Baa Baa Black Sheep ***(repetition and memory)*** (CL37) **Comprehension** Children will know a range of signs including bus stop, parking and stop sign (L16) **Word Reading** Children will clap syllables in a word (L17) **FFT Phonics** Phase 1: -Identify sounds -Count sounds -Oral segmenting -Oral blending -Voice manipulation	Children will develop pronunciations of multi-syllabic words by clapping syllables (CL39) **Comprehension** Children will know print has different purposes by exploring menus, magazines, newspapers, labels (L16) **Word Reading** Children will recognise words with the same initial sound such as mum and milk (L17) **FFT Phonics** -Read and write sounds s, a, t, p, i, n, m, d, g, o, c, k -Hear phonemes -Oral blending -Oral segmenting **Writing** Children will explore writing letters in sensory materials using FFT pictures (L21)	Children will develop pronunciations of sounds r, j, th, ch and sh (CL39) Children will form sentences of 4-6 words (CL40) **Comprehension** Children will know the names of different parts of a book including the cover, title and author (L16) **Word Reading** **FFT Phonics** -Read and write sounds e, u, r, h, b, f, l, j, v, w, x, y, z -Hear phonemes -Oral blending -Oral segmenting **Writing** Children will explore writing letters in sensory materials using FFT pictures (L21)	Children can use the words 'because' and 'and' to join up sentences (CL33) Children will share their point of view (CL41 & C38) Children will continue a conversation with an adult (CL42 & C38) **Comprehension** Children will know how to turn the pages of a book carefully (L16) **Word Reading** **FFT Phonics** -Read and write sounds s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b -Hear phonemes -Read CV and CVC words -Oral blending -Oral segmenting **Writing** Children will explore writing sounds with a pencil on paper (L19 & L21)	Children will use talk to organise themselves and their play (CL43 & C38) **Comprehension** Children will know how to read from left to right and top to bottom (L16) **Word Reading** **FFT Phonics** -Read and write sounds f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng --Hear phonemes -Read CVC words -Oral blending -Oral segmenting -Stretch and count CVC words **Writing** Children will write their name (L20)

	Children will know how to draw horizontal, vertical lines and circles (L19)	-Onomatopoeia -Phoneme addition -Identify initial sounds **Writing** Children will know how to draw diagonal lines, squares and triangles (L19)			Children will write the initial sound in their name (L20)	
End of Year Checkpoint	-Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"? -Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". -Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? -Can the child answer simple 'why' questions?					
Beginning of Term Checkpoint	-Around the age of 2, does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear? -Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them?					
Personal, Social and Emotional Development	**Self-Regulation** Children will separate from main carer to come into nursery (PSED22) Children will know what happy looks like (PSED30) **Managing Self** Children will know the class rules -Looking eyes -Listening ears -Hands up (PSED26) Children will know how to use resources in the environment, with help when needed (PSED32)	**Self-Regulation** Children will know what adults can help them in Nursery (PSED22) Children will show confidence in visiting the local church (PSED23) Children will know what sad looks like (PSED30) **Managing Self** Children will know how to look after resources using the rhyme 'choose it, use it, put it away (PSED27)	**Self-Regulation** Children will become confident with visitors in Nursery (PSED22) Children will know what worried looks like (PSED30) **Managing Self** Children will take on responsibilities such as setting out snack, cleaning th tables for lunch (PSED21) Children will know examples of healthy foods (PSED33)	**Self-Regulation** Children will show confidence walking around our local area (PSED23) Children will know what angry looks like (PSED30) **Managing Self** Children will know how to exercise and be healthy (PSED33) **Building Relationships** Children will take turns whilst playing and waiting	**Self-Regulation** Children will know what calm looks like (PSED30) **Managing Self** Children will know how to calm themselves by stopping and taking deep breaths (PSED30) Children will know to brush their teeth to be healthy (PSED32 & PSED33) **Building Relationships**	**Self-Regulation** Children will show confidence in visiting the local shop to buy a snack (PSED23) Children will know what tired looks like (PSED30) **Managing Self** Children will know how to independently use the toilet (PSED32) **Building Relationships** Children will know how to listen to a friend and a agree to a compromise (PSED29)

	Children will know to wash and dry their hands before eating and after using the toilet (PSED32) **Building Relationships** Children will know how to play alongside each other (PSED24)	Children will know to drink water to be healthy (PSED33) **Building relationships** Children will know how to play partner games (PSED24)	**Building Relationships** Children will share resources and play in a group (PSED24 & PSED25)	patiently to have a go (PSED25)	Children will consider the feelings of others in stories such as Jack and the Beanstalk and Giraffes can't dance (PSED31)	
End of Year Checkpoint	Around the age of 3: Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? -Can the child settle into some activities for a while? Around the age of 4: Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?) -Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?					
Beginning of Term Checkpoint	-Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle? -Around their second birthday, can the toddler run well, kick a ball, and jump with both feet off the ground at the same time?					
Physical Development	**Gross Motor** Children will know how to ride a balance bike (PD24) Children will know how to roll a ball (PD24) **Fine Motor** Children will explore large muscle movements to develop cross the mid-line movements (PD27) Children will know how to put on their coat (PD36) Children will know how to use loop scissors to make snips in card (PD33)	**Gross Motor** Children will know how to ride a scooter (PD24) Children will know how to throw a ball (PD24) Children will remember and perform a dance (PD29) **Fine Motor** Children will know how to use loop scissors to make snips in paper (PD33)	**Gross Motor** Children will know how to ride a tricycle (PD24) Children will know how to catch a ball (PD24) Children will take part in group games (PD28) **Fine Motor** Children will know how to zip up their coats (PD36) Children will know how to use spring	**Gross Motor** Children will know how to climb using alternate feet (PD25) Children will all know how to stand on one leg and hop (PD26) **Fine Motor** Children will know how to use spring loaded scissors to make snips in paper (PD33) Children will know how to screw and	**Gross Motor** Children will know how to skip, hop and stand on one leg (PD26) **Fine Motor** Children will know how to twist a pipe cleaner and make a knot (PD31) Children will know how to use scissors to make snips in card (PD33) Children will know how to thread beads, pasta,	**Gross Motor** Children will know how to work together to carry large items such as planks of wood (PD32) **Fine Motor** Children will show a preference for a dominant hand (PD35) Children will use a pencil with good control when making marks (PD34) Children will know how to button up some of their clothes (PD36) Children will know how to use scissors to make snips in paper (PD33)

	Children will know how to squeeze, push and pull (PD30)	Children will know how to use one hand to pinch (PD35)	loaded scissors to make snips in card (PD33) Children will know how to use peg boards, inset jigsaws, build towers, scoop and pour (PD33)	unscrew (PD30 & PD33)	cotton reels and buttons (PD33)	
End of Year Checkpoint	-Can the child skip, hop and stand on one leg? -Can they match their physical skills to tasks and activities? -Can they use one handed tools and equipment? -Can they put on coats and do up zips?					
Beginning of Term Checkpoint	-Can the children notice more and lots? -Do the children show interest in counting objects (even if not accurately)? -Can the children use early number words such as one, two, more? -Do the children join in with nursery rhymes and songs? -Do the children begin to notice; big/little, full/empty ? -Do the children enjoy repeated actions and routines?					
Mathematics (Mastering the Curriculum)	**Number** Children will join in with repeats in songs **Numerical Patterns** Children will select shapes for a purpose (M26) Children will describe and sort shapes using the words pointy, curvy, round, flat and sharp (M21) Children will print line patterns (M28) **Master The Curriculum Specific Objectives** Recognise colours and name them	**Number** Children will begin to order number names (M14) Children will subitise to 2 (M12) Children will show finger numbers up to 2 (M16) Children will count out objects to 2 using 1:1 correspondence (M14)	**Number** Children will begin to subitise objects and dots to 3 (M12) Children will show finger numbers up to 5 (M16) Children will count out objects to 5 using 1:1 correspondence (M14) Children will count in correspondence to 5 (M13)	**Number** Children will link numerals and amounts up to 6 (M17) Children will continue to subitise to 3 (M12) **Numerical Patterns** Compare size, length, weight and capacity (M25) Children will follow a given route (M23)	**Number** Children will count in correspondence to 5 and above (M13) Children will know that the last number counted is the total (M15) Start to solve real world problems up to 5 (M19) **Numerical Patterns** Children will match and combine shapes to make new ones (M27)	**Number** Children will match numerals and quantities to 6 (M17) Children will order numerals to 5 Children will explore making marks to represent quantities (M18) **Numerical Patterns** Notice and correct errors in a pattern (M30) Children will continue and make AB patterns (M29) Children will sequence events, first, now and next (M31)

	Match buttons, colours, towers and shoes Match shapes and number shapes Pattern handprints big and small Sort colour, size and shape Sorting-What do you notice? Guess the rule.	Children will join in with repeats in actions and stories Children will link numerals and amounts to 2 (M17) **Numerical Patterns** Children will make collections to compare amounts (M20) Children will use objects to make line patterns (M28) Children will continue and make AB patterns (M29) **Master The Curriculum Specific Objectives** Number 1: Subitising, counting and numeral Number 2: Subitising-dice pattern. Subitising random patterns. Subitising different sizes Pattern: Extend AB colour patterns	Children will link numerals and amounts to 5 (M17) **Numerical Patterns** Children will describe position using the words on, under, over, through and between (M22) **Master The Curriculum Specific Objectives** Number 3: Subitising 3 little pigs 1:1 counting Numerals/triangles Number 4: 1:1 counting Numerals Squares/rectangles Composition of 4 Number 5: 1:1 counting Numerals Pentagon Composition of 5	**Master The Curriculum Specific Objectives** Consolidate 1-5 Number 6: Introduce 10 frame Height and Length: Tall and short Long and short Mass: relate to books 3 little pigs and goldilocks Capacity	Children will explore simple routes and positions in small world play (M24) Children will compare quantities, identifying sets that are the same (M20) Recognise, name and talk about some properties of 2D and 3D shapes (M21) **Master The Curriculum Specific Objectives** Sequencing Positional language More than/fewer than Shape-2D and 3D Revisit pattern More than/fewer than, one more and one less	**Master The Curriculum Specific Objectives** Number 1-5 composition What comes after? What comes before? Numbers to 5

		Extend AB outdoor patterns AB movement patterns Fix my pattern Extend ABC colour patterns Extend ABC Outdoor patterns				
End of Year Checkpoint	-Can the children join in with counting? -Can they say the numbers in order? -Can they count objects one at a time? -Can they recognise groups that have more or fewer? -Do they notice and copy simple patterns? -Do they sort objects into groups? -Can they talk about what comes next in routines? -Do they talk about shapes in play? -Can they talk about objects being; bigger/smaller, longer/shorter, more/less?					
Understanding of the World						
Beginning of Year Checkpoint	-Do they explore materials with different properties? -Do they explore natural materials both indoors and outdoors? -Do they make connections between features of their family and other families? -Can they notice differences between people?					
History	**Past and Present** Children will know they were a baby (UTW10)	**Past and Present** Children will know about Remembrance Day and Bonfire Night (UTW18)	**Past and Present** Children find out about Lunar New Year (UTW18) Children learn about Pancake Day (UTW18)	**Past and Present** Children will find out about Spring and know before it was Winter and next it will be Summer, then Autumn (UTW9) Children find out who the queen was and why she was important (UTW18)	**Past and Present** Children will find out about St Georges Day and how we celebrate it (UTW18)	**Past and Present** Children will begin to understand that at the moment, they attend Nursery but soon they will go to Reception (UTW10)

Geography	**People, Culture and Communities** Children will talk about differences and similarities between themselves and others (UTW18)	**People, Culture and Communities** Children will know that a globe represents the world (UTW19)	**People, Culture and Communities** Children know the name of the place our school is in Children will show interest in different occupations, linked to visitors (UTW11)	**People, Culture and Communities** Children will know about some hot and cold places in our world (UTW19)	**People, Culture and Communities** Children will find out about the England Flag (UTW19)	**People, Culture and Communities** Children will know where their school is and other schools they may be going to Children will talk about different places nearby to go in the holidays
Science	**The Natural World** Children will know the names of body parts; heads, arms, hands, legs, feet and neck (UTW10) Introducing the children to the wooded areas: Hands on exploration of natural materials (UTW7, UTW8, UTW9)	**The Natural World** Children will use magnifying glasses to investigate and talk about natural materials (UTW7, UTW8 & UTW9)	**The Natural World** Children will know that a bird comes from an egg (UTW14) Children will show understanding of sinking and floating (UTW16)	**The Natural World** Children will know how materials change when melting (UTW17) Children will know how to respect and care for living things (UTW15) Children will investigate light, dark and shadows (UTW17)	**The Natural World** Children will know that seeds can turn into plants (UTW13) Children will plant and grow a fruit/veg/herb (UTW13) Children will begin to understand how it takes time to grow fruits and vegetables (UTW14)	**The Natural World** Children will explore and talk about forces including magnets and stretching (UTW16) Children will know how to care for animals (UTW15)
RE	**People, Culture and Communities** Children will know how and why we celebrate Harvest Festival (UTW18)	**People, Culture and Communities** Children will know that some people celebrate Diwali (UTW18) Children will know that some people celebrate Christmas (UTW18)	**People, Culture and Communities** Children will look at photos of different churches in Great Yarmouth (UTW18)	**People, Culture and Communities** Children will find out what Easter is (UTW18) Children will know some people celebrate Easter (UTW18)	**People, Culture and Communities** Children will listen to the story of St George and the dragon (UTW18)	**People, Culture and Communities** Children will take time to reflect on the celebrations from the year and which ones are important to them (UTW18)

ICT	Children will explore how things work using cause and effect toys (UTW12)	Children will know how to use the interactive whiteboard (UTW12)	Children will know how to select an app on an IPad (UTW12)	Children will know how to make digital art on the IWB (UTW12)	Children will know how to play interactive games on the IWB (UTW12)	Children will learn how to operate wind up toys and pulleys (UTW18)
End of Year Checkpoint	-Can they talk about events in their own life and family? -Can they talk about special events and celebrations they know? -Can they show interest in different ways people live? -Can they talk about and explore animals, plants and living things? -Can they notice simple changes in weather and season? -Do they ask questions about how things work and what they notice? -Can they use simple technology in play with support and care?					
Expressive Arts and Design						
Beginning of Year Checkpoint	-Can the child make marks, pictures or models in their own way? -Can the child choose colours and materials during play? -Can the child join materials together (e.g. sticking, building, arranging)? -Do they join in with songs, rhymes and music? -Can they take part in pretend play? -Can they use objects to represent something else in play? -Can they express their ideas and feelings through play, movement, music or making?					
Music	**Being Imaginative** Children will know the nursery rhyme/songs: -Wheels on the bus -Five currant buns (EAD32) Children will take part in pretend play (EAD18)	**Being Imaginative** Children will know the nursery rhymes/songs: -Miss Polly had a dolly -5 little men in a flying saucer -Hey Diddle Diddle (EAD32) Children will develop stories using small world equipment (EAD19)	**Being Imaginative** Children will know the nursery rhymes/songs: -Hickory Dickory Dock -Five little ducks -1,2,3,4,5 once I caught a fish alive (EAD32) Children will sing the pitch of a tone sung by another person (EAD33) Children will make their own small world scenarios (EAD20)	**Being Imaginative** Children will know the nursery rhymes/songs: -1,2 buckle my shoe -5 little monkeys -The grand old duke of york (EAD32) Children will draw to represent ideas like movements and loud noises (EAD26) Children will play sound matching games (EAD30)	**Being Imaginative** Children will know the nursery rhymes/songs: -If you're happy and you know it -The animals went in 2 by 2 -5 little speckled frogs (EAD) Children will listen to a range of instruments and express their feelings and ideas (EAD31)	**Being Imaginative** Children will be able to sing a large repertoire of songs (EAD32) Children will listen to a range of instruments and express their ideas and feelings (EAD31) Children will play their own instruments to express their feelings and ideas (EAD36)

					Children will create their own songs (EAD35)	
Art and Design	**<u>Creating with Materials</u>** Children will do large scale drawings/paintings (EAD21) Children will use pencils to free draw (EAD21) Children will know how to draw horizontal lines, vertical lines and circles (EAD24)	**<u>Creating with Materials</u>** Children will paint on a flat surface and an easel (EAD21) Children will explore a range of materials and decide how to use them to create their own art (EAD22) Children will use glue and masking tape to join materials (UTW23) Children will know how to draw diagonal lines, squares and triangles (EAD24)	**<u>Creating with Materials</u>** Children will explore colour mixing (EAD28) Children will use pencils to draw closed shapes such as squares and rectangles (EAD24) Children will do observational drawings (EAD25) Children will use selotape to join materials together (UTW23)	**<u>Creating with Materials</u>** Children will explore painting with a range of tools such as cotton buds, vegetables, toothbrushes etc. (EAD21) Children will draw a circle for a face and details of eyes, nose and mouth (EAD25) Children will use colours in their art to express their emotions (EAD29 & EAD27)	**<u>Creating with Materials</u>** Children will explore painting on a range of different surfaces such as tin foil, clingfilm, sugar paper etc. (EAD21, EAD22)	**<u>Creating with Materials</u>** Children will explore various painting techniques such as splatter painting, bubble painting, straw painting, printing etc (EAD21) Children will explore and make art in the style of the dot story (EAD22)
End of Year Checkpoint	-Can the child use a range of materials to create and make choices? -Can they draw, paint, build or create to express ideas? -Can they talk about what they have made? -Can they join materials and adapt work as they create? -Can they join in with songs and use instruments and movement to express ideas? -Do they take part in pretend play and develop simple storylines?					

Reception Curriculum Overview 26-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Special Dates	9th September-Teddy Bear Day Harvest? October-Black History Month 1st October-National Poetry Day 5th October- World Space Week 31st October-Halloween	5th November-Guy Fawkes Day 6th November-Diwali 8th November-Remembrance Sunday 11th November-Remembrance Day 16th November-Nursery Rhyme Week Children in need? 4th December-Hanukkah 25th December-Christmas	1st January-New Year's Day 29th January- Bird watch 1st February- Children's mental health week 5th February- Number Day 6th February- Lunar New Year 8th February- Ramadan 9th February-Shrove Tuesday and Safer Internet 14th February-Valentine's Day	March-Women's History Month 4th World Book Day 6th-15th March-British Science Week 17th March- St Patricks Day 19th March- Red Nose Day 28th March-Easter	22nd April-Earth Day 23rd April-St George's day 8th May-VE Day	20th June- King's Birthday
Connected links/skills	**Connect** -Connections with family (who lives with me? Who is in my family?) -Connections with the local community (Where do I live?) -Connections with peers and adults (Are we the same/different?) -Connections with interests (What do I like/dislike?) -Connections between emotions and reactions (finding strategies to help) -Connections with stories -Connections with space (the moon)	**Change** -Changes in the outdoor environment -Changes in the home -Changes in the weather -Changes in animals we may see -Changes in seasons -Changes in light/dark -Changes in celebrations -Changes in toys	**Create** -Creating new foods -Creating new lifestyles (Lent) -Creating dragons/decorations linked to religion -Creating homes for hibernating animals -Creating new interests -Creating new inventions -Creating tools to help us (torches linked to light/dark) -Create bird feeders -Create cards for loved ones	**Investigate** -Investigate changes around them -Investigate life cycles -Investigate new mini beasts (how many legs they have) -Investigate a range of animals (where do they live? Why do they live here?) -Investigate what foods are good or bad for you	**Discover** -Discover new religions and events -Discover our British Values -Discover new areas of the school -Discover transport and how we use it -Discover lights and shadows and how these work -Discover new seasonal changes -Discover how rainbows work -Discover new places in the world	**Think** -Think about new changes/transitions -Think about what happens when it gets hot -Think about how we can keep safe in the sun -Think about what materials are best -Think about the places you might go -Think about how things float and sink -Think about what the King does for our community

				-Investigate different jobs (What would you like to be when you're older?) -Investigate a famous person	-Discover land and water (link to pond) -Discover our effect on the world.	
Visitors/Outings	Harvest festival Walk around the community Library visits? Mr Minter-Story reading and questions Mystery Reader visit	Nativity Performance Postman visit Grinch Day-Grinch Visit? Church visit-Christmas Mr Loome-Story Reading and questions Mystery Reader visit	Owl visit? Shop trip to get ingredients for Shrove Tuesday Ms Spencer -Story Reading and questions Mystery Reader visit	SAW day Live caterpillars Church visit-Easter Mrs Foster -Story Reading and questions Mystery Reader Visits-Different jobs	Walk around the school for mapping Mystery Reader Visits	Year one transitions Park visit-Teddy Bears Picnic Year one teacher -Story Reading and questions Mystery Reader Visits
Core Texts/clips	Hooray! It's our first day Daisy's Dragons Goldilocks and the three bears Farmer duck The first hippo in space Hey you Pumpkin soup DC link-Come outside episode	Best Diwali ever DC-BBC Remembrance Day rabbit clip The great nursery rhyme disaster The leaf thief DC-Pingu Stickman The Christmas story	Night monkey/Day monkey Brown bear, brown bear what do you hear? Gozzle The Great Race The tiger who came to tea Guess how much I love you	The very hungry caterpillar I am Amelia Earhart What jobs could you do? How to catch the Easter bunny	Here we are Martha maps it out Somebody swallowed Stanley The day the crayons quit Mrs Armitage on Wheels A walk in the woods	3 little pigs and alternative story Handa's surprise Mr Gumpy's outing The sun is my favourite star The koala who could The kings pants You choose
Literacy/ Communication and Language **(FFT Phonics)**	Children will understand how to listen and why listening is important (C44) Children will engage in story time (C55) **Comprehension** Children will retell a known story. (C50 & C55)	**Comprehension** Children will identify key events in a known story. (C50) Children will begin to ask questions about the books they are reading	**Comprehension** Children will engage in discussion around non-fiction books. (C49 & C54) Children will articulate their ideas and thoughts about the story in well-	**Comprehension** Children will engage in discussion around poems. (C49, C54 & C57) Children will use new vocabulary through the day	**Comprehension** Children will use vocabulary in context learned in literacy sessions. (C49 & C56) **Word Reading** Children will read all phase 3 sounds	**Comprehension** Children will be able to ask and answer questions about a given story. (C47, C48, C49 & C54) **Word Reading** Children will be able to read all words with phase 2 and phase 3 sounds and within sentences (L23 & L24)

	Children will learn new vocabulary related to the stories they read (C45& C56) **Word Reading** Children will read the sounds s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r (L22) Children will hear and identify initial sounds in words. (L23) **Writing** Children will begin to write some letters in their name. (L20) Children will begin to write initial sounds (L29)	to learn more (C47 & C54) Children will learn new vocabulary and begin to use this within their everyday language (C45 & C56) **Word Reading** Children will read all phase 2 sounds and some Phase 3 (L22) Children will blend sounds in words orally. (L23) Children will begin to blend sounds in words. (L23) **Writing** Children will use 'segmenting fingers to sound out some CVC words to write. (L29) Children will correctly form the letters in their name (L20 & L28)	formed sentences (C48 & C54) Children will learn new vocabulary and use this within their everyday language (C45 & C56) **Word Reading** Children will blend sounds in words (L23) Children will read step 6-12 FFT books (L24, L26, L27) Children will know the red words; do, her, my, by, ask, out, says, they (L25) **Writing** Children will independently write CVC words. (L29) Children will correctly form the 'ladder letters' l, I, j, t, u, y (L28)	consistently (C46 & C56) **Word Reading** Children will read all phase 2 and most of Phase 3 sounds/digraphs. (L23 & L24) Children will read step 13-18 FFT books (L24, L26, L27) Children will know red words said, was, were, put, all, there, like, where, here (L25) **Writing** Children will write words with digraphs (L29) Children will write a short-dictated phrase. (L30 & L31) Children will correctly form the 'one armed robot letters' r, m, n, h, b, k, p (L28)	within green words (L23 & L24) Children will read step 19-30 FFT books (L24, L26, L27) Children will know red words here, where, today, what, when, come, some, push, pull, friend, school, out, one, once, your, love, hose, full (L25) **Writing** Children will write a short-dictated sentence (L30 & L31) Children will correctly form the 'curly caterpillar letters' e, f, s (L28) Children will correctly form the 'zig zag monster letters' v, w, z, x (L28)	Children will read step 31-32 FFT books (L24, L26, L27) **Writing** Children will write a short independent sentence (L30 & L31) Children will read what they have written to check it makes sense. (L31)

		Children will know how to correctly form the 'curly caterpillar letters' – c, a, o, d, g, q, (L28)				
End of Year Checkpoint	**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. **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. **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					
Personal, Social and Emotional Development	**Self-Regulation** Children will see themselves as unique by sharing their hobbies and interests. (PSED34) Children will know what happy feels like. (PSED36) **Managing Self** Children will know how regular exercise is important for their health. (PSED41) Children will identify the learning zones and what related behaviour looks like for each. (PSED36 & PSED38) **Building Relationships** Children will know how to identify their feelings, using books such as 'Daisy's Dragons' (PSED36)	**Self-Regulation** Children will know how to be helpful by taking on jobs such as serving snack and washing up. (PSED40) Children will know what sad feels like and how to work through feelings of sadness. (PSED38) **Managing Self** Children will know the rules Ready, Safe, Respectful. (PSED38) Children will know why healthy eating is	**Self-Regulation** Children will know how to make the right choice and the consequences of not doing so. (PSED38) Children will know what worries feel like and how to work through feelings of worry. (PSED38 & PSED36) **Managing Self** Children will know how regular teeth brushing is important for their health. (PSED41) **Building Relationships** Children will know how to treat others in our class using the statement 'Kind hands and kind words'. (PSED35)	**Self-Regulation** Children will know the effects of their behaviour on others. (PSED39) Children will know what angry feels like and how to work through feelings of anger. (PSED38 '& PSED36) **Managing Self** Children will know what a sensible amount of screen time is and why this is important for their health. (PSED41) **Building Relationships**	**Self-Regulation** Children will know to use calming techniques when they are feeling upset/angry. (PSED38) : Children will know what calm feels like and what makes them feel calm. (PSED38 & PSED36) **Managing Self** Children will know about the importance of a good sleep routine for their health. (PSED41) **Building Relationships**	**Self-Regulation** Children will know how to overcome challenges (PSED37) Children will know what tired feels like and how to work through feelings of tiredness. (PSED37) **Managing Self** Children will know how to be a safe pedestrian and why this is important. (PSED41) **Building Relationships** Children will know how to resolve a problem by talking it through with a friend or adult. (PSED38 & PSED36)

		important. (PSED41) **Building Relationships** Children will know to listen with respect. (PSED39)		Children will be able to describe what makes a good friend; such as listening and sharing. (PSED35)	Children will know how to express their opinion and understand it is okay to have a different opinion to their friends. (PSED35)	
End of Year Checkpoint	**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. **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. **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.					
Physical Development **(Linked to Real PE)**	**Gross Motor** REAL PE: Children will be able to side step, gallop, hop and skip with good control (PD37) Children will begin to complete obstacles course, using a range of different movements to complete it (PD42) **Fine Motor** Children will know the correct pencil grip and posture for writing. (PD41, PD47) Children will be able to use two-hole scissors to make snips in paper. (PD40)	**Gross Motor** Children will know how to pedal a bike with stabilisers. (PD39) Children will be able to confidently and safely use a range of large and small apparatus both independently and with others (PD43) **Fine Motor** Children will be able to cut along straight lines using two-hole scissors. (PD40)	**Gross Motor** REAL PE: Children will know how to safely jump using 1 foot and 2 feet, landing with balance and control (PD44 & PD37) Children will be able to successfully line up and queue, using and explaining the rule of facing forwards, not standing too close to others and being able to wait patiently (PD48) **Fine Motor** Children will know how to use a knife and fork to cut. (PD40)	**Gross Motor** REAL PE: Children will maintain balance on a line with fluidity and minimum wobble (PD38 & PD44) REAL PE: Children will balance with feet still with control (PD44) **Fine Motor** Children will be able to cut along wavy lines using two-hole scissors. (PD40) Children will know how to correctly form the 'one	**Gross Motor** Children will be able to move a ball in different directions, whilst keeping control of the ball (PD46) Children will be able to move a ball in different ways; throwing, kicking and passing (PD45) **Fine Motor** Children will know how to correctly form the 'curly caterpillar letters' – e, f, s. (PD47)	**Gross Motor** Children will create a basic routine, using a range of body shapes and fluent transitions (PD42) **Fine Motor** Children will be able to cut around various shapes using two-hole scissors. (PD40) Children will be able to use a range of tools safely and confidently (PD40) Children will know how to correctly form the numbers 8 and 9. (PD47)

	Children will begin to know how to correctly form the letters in their name. (PD47)	Children will know how to correctly form the 'curly caterpillar letters' – c, a, o, d, g, q. (PD47) Children will know how to correctly form the numbers 0 and 1 (PD47)	Children will know how to correctly form the 'ladder letters', l, j, t, u, y (PD47) Children will know how to correctly form the numbers 2 and 3 (PD47)	armed robot letters' – r, m, n, h, b, k, p (PD47) Children will know how to correctly form the numbers 4 and 5. (PD47)	Children will know how to correctly form the 'zig zag monster letters' – v, w, z, x. (PD47) Children will know how to correctly form the numbers 6 and 7. (PD47)	
End of Year Checkpoint	**Gross Motor:** 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. **Fine Motor:** 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.					
Mathematics (NCETM & SSM)	**NCETM** Week 1: Subitising within 3 (M33) Week 2: Focus on counting skills (M32) Week 3: Explore how all numbers are made of 1s (M34) Focus on composition of 3 and 4 (M38) **SSM-Teach and CP** 2D shapes (M40) (M41) ABAB patterns (M42) Positional Language (M41)	**NCETM** Week 4: Subitise objects and sounds (M33) Week 5: Comparisons of sets-just by looking Use the language of comparison; more than and fewer than (M36) Week 6: Focus on counting skills (M32) Focus on the five-ness of 5 using one hand and the die pattern for 5 Week 7: Comparison of sets-by matching Use the language of comparison; more than, fewer	**NCETM** Week 10: Practise object counting skills (M32) Week 11: Subitise within 5 focusing on die patterns (M33) Match numerals to quantities within 5 (M34) Week12: Counting-focus on ordinality and the staircase pattern(M32) (M37) Week 13: Focus on 5 (M38) (M39) Week 14: Focus on 6 and 7 as 5 and a bit (M38) **SSM-Teach and CP** Capacity and Mass (M43)	**NCETM** Week 15: Compare sets and use language of comparison; more than, fewer than, equal number to. Make unequal sets equal (M36) Week 16: Focus on the staircase pattern and ordering numbers (M37) Week 17: Focus on ordering of numbers to 8 (M37) Use language of less than Week 18: Focus on 7 (M38) **SSM-Teach and CP**	**NCETM** Week 19 (2 weeks): Doubles-Explore how some numbers can be made with 2 equal parts (M36 & M38)-ELG Week 20: (2 weeks) Sorting numbers according to attributes-odd and even numbers (M36 & M38)-ELG Week 21: Counting-larger sets and things that cannot be seen (M35) **SSM-Teach and CP** Length and height (M43)	**NCETM** Week 22: Subitising-to 6 including in structured arrangements (M33) Week 23: Composition 5 and a bit (M38) Week 24: Composition of 10 (M38) (M39) Week 25: Comparison linked to ordinality (M36) Play Track games Week 26: Rekenrek introduction

		than, and equal number (M36) (M34) Week 8: Explore the concept of whole and part (M38) Week 9: Focus on the composition of 3, 4 and 5 (M38) **SSM-Teach and CP** Measuring (M43)		3D shapes (M40) (M41)	Pattern ABB, ABBC (M42)	
End of Year Checkpoint	**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. **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.					
Understanding of the World						
History (Year 1 links: Victorians, Gunpowder plot and seaside)	**Past and present** Children will know how they have changed from being a baby to being 4/5 (UTW21) Children will talk about their family and community (UTW20, UTW21)	**Past and present** Children will know about differences between somethings in Bradwell now and in the past, such as the library (UTW22) Children will know that on Remembrance Day we wear poppies to remember the soldiers who died	**Past and present** Children will begin to develop understanding about the past and describe what the past is (UTW23)	**Past and present** Children know about who Amelia Earhart is and why she made history (UTW22 & UTW23)	**Past and present** Children will know the past is anything before the current day (UTW22) Children will know that the present is now (UTW22)	**Past and present** Children will look at images of Gorleston beach from the past and present and identify similarities and differences (UTW22)

		in the war (UTW23)				
Geography (Year 1 links: Our school/ Schools in Africa, similarities and differences, human and physical geography. Human/ Physical, Weather, Oceans & Continents)	**People, Cultures and Communities** Children will know what a farmer does (UTW20) Children will know that their school is in Bradwell (UTW20)	**People, Cultures and Communities** Children will know how to safely cross the road (UTW20) Children will be able to explain the route of how to get to the local church (UTW24)	**People, Cultures and Communities** Children will know that we can only grow certain fruit/vegetables in England (UTW27, UTW30) Children will know the name of the road that our school is on (UTW24)	**People, Cultures and Communities** Children will know that some animals live in hot countries and some in cold countries (UTW27 & UTW30)	**People, Cultures and Communities** Children will know all the main features of our school and map this out (UTW24) Children will know that a symbol on a map is important (UTW24)	**People, Cultures and Communities** Children will identify the difference between land and sea (UTW30)
Science (Year 1 links: Physics- Seasons: Autumn, Winter, Spring, Summer Biology: Animals inc Humans & plants Chemistry: Materials)	**The Natural World** Children will know the names of body parts; shoulders, elbows, knees, ankles (UTW28) Children will know the 5 senses (UTW28) Children will know that it is Autumn and observe some signs of Autumn (UTW31 & UTW29)	**The Natural World** Children will identify plastic, cardboard and metal (UTW28) Children will know what material a magnet picks up (UTW28)	**The Natural World** Children will know that it is Winter and name some signs of Winter (UTW31 & UTW29) Children will explore floating and sinking (UTW28)	**The Natural World** Children will know that it is Spring and observe signs of Spring (UTW31 & UTW29) Children will know the habitats of minibeasts (UTW28) Children will know the life cycle of a butterfly (UTW29)	**The Natural World** NW25: Children will know the life cycle of a sunflower (UTW29) NW26: Children will know how to care for a plant (UTW28)	**The Natural World** Children will know that it is Summer and observe some signs of Summer (UTW31 & UTW29) Children will know the name of the 4 seasons and weather associated with them (UTW31) Children will discuss ways in which we care for the world around us (UTW28)
RE (Year 1 links: What do Christians believe God is like? How does a celebration bring a community together? How does a celebration bring a community together(recap)? What	**People, Cultures and Communities** Children will know what is special to them and their families (UTW20, UTW21) Children will name and talk about members of their	**People, Cultures and Communities** Children will know that Christians go to Church to worship (UTW25)	**People, Cultures and Communities** Children know who celebrates Ramadan and what this means (UTW26)	**People, Cultures and Communities** Children will know the Easter story and why it is special to Christians (UTW26)	**People, Cultures and Communities** Children will name and explain the purpose of a mosque (UTW25)	**People, Cultures and Communities** Children will know what the bible is (UTW26)

do Jewish people remember on Shabbat? What do my senses tell me about the world of religion and belief?)	family and people who are special to them (UW20 & UW21)	Children will know how Diwali is celebrated (UTW26) Children will know that Christians celebrate Christmas and know the main facts of the Nativity story (UTW26) Children will know that Hanakkuh is celebrated by Jewish people and some of the ways they celebrate (UTW26)			Children will know that Muslims believe in Allah and pray 5 times a day (UTW26)	
ICT	Children will know how to use an iPad to take photos	Children will know how to type their name on an iPad	Children will know that buttons control things such as remote/CD player	Children will know how to make digital art	Children will know how to programme a beebot	Children will know how to dictate a question to Google
End of Year Checkpoint	**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. **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 the 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. **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					
Expressive Arts and Design						
Music	**Being Imaginative** Music: Children will know a large repertoire of nursery rhymes/songs (EAD42)	**Being Imaginative** Children will be able to retell familiar stories (EAD43)	**Being Imaginative** Music:Children will listen to a range of instruments and identify	**Being Imaginative** Music:Children will experiment with different ways of playing	**Being Imaginative** Music:Children will know how to tap/clap along to a rhythm (EAD40)	**Being Imaginative** Children will be able to act out characters explored through familiar stories (EAD43)

(Year 1 links: pulse and rhythm; pitch and tempo; musical vocabulary)	Music:Children will know what a beat is and clap along to it (EAD40) Children will develop storylines in their pretend play (EAD43)	Music:Children will sing a range of songs, matching pitch and melody (EAD42) Music:Children will join in with choreographed dances (EAD44) Music: Children will listen to a range of song genres and identify similarities and differences (EAD40)	similarities and differences (EAD41) Music:Children will explain how different pieces of music makes them feel (EAD41) Music:Children will identify a range of musical instruments from the noise they make (EAD44)	instruments (EAD44) Music:Children will move in different ways to pieces of music, relating to the speed of the music (EAD40)	Music:Children will be able to create their own performance to show the class (EAD44)	Music:Children will know and perform their own dances using steps and techniques that they have learned (EAD44)
Art and Design (Year 1 links: Drawing and Painting, 3D Form, Printing, textiles, Collage. Design a chair for a teddy bear. Reference book: Goldilocks and the Three Bears.)	**Creating with materials** Children will know how to mix primary colours to make secondary colours (EAD38) Children will know how to draw a person-head, body, arms, legs and facial features (EAD38) Children will know how to use glue to join (EAD37, EAD38)	**Creating with materials** Children will know how to draw a setting (EAD38) Children will know how to mould clay and dough (EAD37) Children will know how to use tape to join (EAD37) Children will know how to collaborate to make a	**Creating with materials** Children will know how to do imaginative drawings (EAD37) Children will know how to print using classroom objects (EAD37) Children will know which glue or tape to use for their chosen purpose (EAD37) Children will know how to make 2D collages (EAD37)	**Creating with materials** Children will know how to draw animals (EAD37) Children will know how to use and mix watercolour paints (EAD37) Children will know how to use a treasury tag to join (EAD37) Children will know how to make 3D	**Creating with materials** Children will know how to do observational drawings (EAD38) Children will know how to make a mono print (EAD37) Children will know how to use oil pastels (EAD37)	**Creating with materials** Children will know hot to make different shades of the same colour (EAD37) CM32: Children will know various methods of joining (EAD37) CM33: Children will be able to recreate art in the style of various artists (EAD37)

		collective piece of work (EAD39)		models using a variety of materials (EAD37)	Children will know how to use a split pin to join (EAD37)	
End of Year Checkpoint	**<u>Creating with Materials.</u>** *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. **<u>Being Imaginative and Expressive</u>** *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					