



Beech Hyde Primary School and Nursery

EYFS Curriculum



OVERARCHING PRINCIPLES			
UNIQUE CHILD	POSITIVE RELATIONSHIP	ENABLING ENVIRONMENT	LEARNING AND DEVELOPMENT
That every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.	That children learn to be strong and independent through positive relationships	That children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.	Awareness of the importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

SEVEN KEY FEATURES OF EFFECTIVE PRACTICE AT Beech Hyde			
The Best for Every Child	High Quality Care		The Curriculum: What We Want Children to Learn
We will be aware and understand each child's starting point and what opportunities we need to provide. We will provide high quality provision to meet the needs of every child. We will be aware of all the barriers to learning so we can overcome these and narrow the gap.	We will create an effective transition process for each child. We will have high expectations and challenge the children to take a risk. We will use the Colour Monsters to self-regulate our emotions and we will support each child's specific needs. We will listen to the voices of our children and respond appropriately to their needs.		We will have a curriculum with a clear sequence that builds on key skills. We will focus on language acquisition and provide a language rich environment. We will focus on the children's interest and be led by the experiences of the cohort.
Pedagogy: Helping Children to Learn	Assessment: Checking What Children Have Learnt	Self-Regulation and Executive Function	Partnership with parents
We will help children learn through play, hands on experience, guided learning and direct teaching. We will provide an environment that is challenging, engaging and inspiring and that meets the needs of the cohort.	We will observe the children during adult led and independent play to provide a picture of their knowledge and skills. We will track learning and make plans to support each child's development.	We will provide opportunities to learn about new skills and explain how they look We will encourage the children to use language effectively to share their thoughts and ideas.	We will create an environment where parents feel able to communicate needs. We will provide workshops and meetings to develop parents' skills. We will support parents and their engagement. With learning. We will listen to concerns and respond where appropriate.

CHARACTERISTICS OF LEARNING - How we learn through play		
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 and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things
Realise that their actions have an effect on the world, so they want to keep repeating them. Plan and think ahead about how they will explore or play with objects. Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: “Where does that one go? – I need to find the big horse next.” Make independent choices. Bring their own interests and fascinations into early years settings. This helps them to develop their learning. Respond to new experiences that you bring to their attention.	Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens. Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object. Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit. Keep on trying when things are difficult.	Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or ‘drink’ from a pretend cup. Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets. Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries. Use pretend play to think beyond the ‘here and now’ and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that “Maybe the troll is lonely and hungry? That’s why he is fierce.” Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions.

COMMUNICATION AND LANGUAGE						
EDUCATIONAL PROGRAMME The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.			ELG: Listening, Attention and Understanding Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.		ELG: Speaking Children at the expected level of development will: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	
TERMS	AUTUMN TERM		SPRING TERM		SUMMER TERM	
TOPICS	ME, MYSELF AND I		OUR WORLD		CHANGES	
STAGE	NURSERY EXPECTED FOR AUT	RECEPTION EXPECTED FOR AUT	NURSERY EXPECTED FOR SPR	RECEPTION EXPECTED FOR SPR	NURSERY EXPECTED FOR SUM	RECEPTION EXPECTED FOR SUM
KEY SKILLS	I enjoy listening to longer stories and can remember much of what happens. I can use a wider range of vocabulary. I can begin to sing a large repertoire of songs. I understand simple instructions. I know many rhymes, be able to talk about familiar books, and be able to tell a long story I can develop my communication, (may continue to have problems with irregular tenses and plurals.)	I can understand how to listen carefully and why listening is important. I can learn new vocabulary. I can engage in story times. I can listen to and talk about stories to build familiarity and understanding. I can describe events in some detail. I can engage in story times. I can listen carefully to rhymes and songs, paying attention to and explaining how they sound.	I can pay attention to more than one thing at a time, which can be difficult. I can use a wider range of vocabulary. I can understand a question or instruction that has two parts. I can understand 'why' questions. I can sing a large repertoire of songs. To develop their pronunciation of sounds and multi-syllabic words. I can start a conversation with an adult or a friend and continue it for many turns.	I can learn and use new vocabulary throughout the day. I can ask questions to find out more. I can develop social phrases. I can retell the story, once i have developed a deep familiarity with the text, some as exact repetition and some in my own words. I can listen to and talk about stories to build familiarity and understanding. I can learn rhymes, poems and songs. I can engage in non-fiction books. I can describe events in detail.	I can use a wider range of vocabulary. I can understand 'why' questions. I can express a point of view and debate when I disagree with an adult or a friend, using words as well as actions. I can use talk to organise my play: "Let's go on a bus... you sit there... I'll be the driver." I can use longer sentences of four to six words.	I can learn new vocabulary and understand what has been said to them. I can articulate their ideas and thoughts in well-formed sentences. I can connect one idea or action to another using a range of connectives. I can use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. I can use new vocabulary in different contexts. I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT						
EDUCATIONAL PROGRAMME Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.			Early Learning Goals ELG: Self-Regulation Children at the expected level of development will: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self Children at the expected level of development will: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Children at the expected level of development will: Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.			
TERMS	AUTUMN TERM		SPRING TERM		SUMMER TERM	
TOPICS	ME, MYSELF AND I		OUR WORLD		CHANGES	
STAGE	NURSERY EXPECTED FOR AUT	RECEPTION EXPECTED FOR AUT	NURSERY EXPECTED FOR SPR	RECEPTION EXPECTED FOR SPR	NURSERY EXPECTED FOR SUM	RECEPTION EXPECTED FOR SUM
KEY SKILLS	I can select and use activities and resources, with help when needed to help me achieve my goal I can show more confidence in new social situations. I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'. I can understand gradually how others might be feeling. I can make healthy choices about food, drink, activity and tooth brushing. <u>Jigsaw</u> Being Me in My World Celebrating Differences	I can build constructive and respectful relationships. I can manage my own needs. - Personal hygiene I can express my feelings and consider the feelings of others. I can build constructive and respectful relationships. <u>Jigsaw</u> Being Me in My World Celebrating Differences	I can develop a sense of responsibility. I can become more outgoing with unfamiliar people, in the safe context of my setting. I am increasingly able to follow rules, understanding why they are important. I can develop appropriate ways of being assertive. I can increasingly become independent in meeting my own care needs, e.g. brushing teeth, using the toilet, washing and drying my hands thoroughly. <u>Jigsaw</u> Dreams and Goals Healthy Me	I can see myself as a valuable individual. I can make healthy choices about food, drink, activity and tooth brushing. I know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <u>Jigsaw</u> Dreams and Goals Healthy Me	I can find solutions to conflicts and rivalries. I can remember rules without needing an adult to remind them. I can talk with others to solve conflicts. I can play with one or more other children, extending and elaborating play ideas. <u>Jigsaw</u> Relationships Changing Me	I can think about the perspectives of others. I can show resilience and perseverance in the face of a challenge. I can identify and manage my feelings socially and emotionally. <u>Jigsaw</u> Relationships Changing Me

PHYSICAL DEVELOPMENT

EDUCATIONAL PROGRAMME Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.				Early Learning Goals <u>ELG: Gross Motor Skills</u> Children at the expected level of development will: Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <u>ELG: Fine Motor Skills</u> Children at the expected level of development will: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.		
TERMS	AUTUMN TERM		SPRING TERM		SUMMER TERM	
TOPICS	ME, MYSELF AND I		OUR WORLD		CHANGES	
STAGE	NURSERY EXPECTED FOR AUT	RECEPTION EXPECTED FOR AUT	NURSERY EXPECTED FOR SPR	RECEPTION EXPECTED FOR SPR	NURSERY EXPECTED FOR SUM	RECEPTION EXPECTED FOR SUM
KEY SKILLS	<u>GROSS MOTOR</u> I can go up steps and stairs, or climb up apparatus, using alternate feet. I can skip, hop, stand on one leg and hold a pose for a game like musical statues. I can use large-muscle movements to wave flags and streamers, paint and make marks. I can develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. <u>FINE MOTOR</u> I can use one-handed tools and equipment, for example, making snips in paper with scissors.	<u>GROSS MOTOR</u> I can revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing I can combine different movements with ease and fluency. <u>FINE MOTOR</u> I can develop their small motor skills so that they can use a range of tools competently, safely and confidently. I can further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes	<u>GROSS MOTOR</u> I can start taking part in some group activities which I make up for themselves, or in teams. I can remember sequences and patterns of movements which are related to music and rhythm. I can decide whether to crawl, walk or run across a plank, depending on its length and width. I can match my physical skills to tasks and activities in the setting <u>FINE MOTOR</u> I can show a preference for a dominant hand.	<u>GROSS AND FINE MOTOR</u> I can progress towards a more fluent style of moving, with developing control and grace. I can develop the overall body strength, co-ordination, balance and agility needed to engage successfully. I can use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. I can further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. I can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	<u>GROSS MOTOR</u> I can choose the right resources to carry out my own plan. I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. <u>FINE MOTOR</u> I can use a comfortable grip with good control when holding pens and pencils. I can be more independent as they get dressed and undressed, for example, putting coats on and doing up zips.	<u>GROSS MOTOR</u> I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball <u>FINE MOTOR</u> I can develop the foundations of a handwriting style which is fast, accurate and efficient.

EDUCATIONAL PROGRAMME It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).		Early Learning Goals ELG: Comprehension Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading Children at the expected level of development will: Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing Children at the expected level of development will: Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.				
TERMS	AUTUMN TERM		SPRING TERM		SUMMER TERM	
TOPICS	ME, MYSELF AND I Nursery T4W – Rosie's Walk/Kipper's Birthday Reception T4W – Squash and a Squeeze/Little Red Hen LITTLE WANDLE – PHONICS SCHEME		OUR WORLD Nursery T4W – We Are Going on A Bear Hunt/The Enormous Turnip Reception T4W – Mr Gumpy's Outing/Her Come the Aliens LITTLE WANDLE – PHONICS SCHEME		CHANGES Nursery T4W – Jack and the Beanstalk/The Hungry Caterpillar Reception T4W – Hairy McClary from Donaldson's Dairy/The Owl and the Pussycat LITTLE WANDLE – PHONICS SCHEME	
STAGE	NURSERY EXPECTED FOR AUT	RECEPTION EXPECTED FOR AUT	NURSERY EXPECTED FOR SPR	RECEPTION EXPECTED FOR SPR	NURSERY EXPECTED FOR SUM	RECEPTION EXPECTED FOR SUM
KEY SKILLS	READING I can understand these two key concepts about print: - print has meaning - print can have different purposes WRITING I can write some or all of my name.	READING I can read individual letters by saying the sounds for them. I can blend sounds into words, so that I can read short words made up of known letter-sound correspondences. WRITING I can segment sounds in words and blend them together. I can spell words by identifying the sounds and then writing the sound with letter/s.	READING I can develop a phonological awareness, so that I can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. I can understand this one key concept about print: - print goes from left to right and from top to bottom WRITING I can write some letters accurately I can write some or all of my name.	READING I can read a few common exception words matched to the school's phonic programme. I can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words I can read some letter groups that each represent one sound and say sounds for them. WRITING I can segment sounds in words and blend them together. I can spell words by identifying the sounds and then writing the sound with letter/s.	READING I can engage in extended conversations about stories, learning new vocabulary. I can understand these two key concepts about print: - the names of the different parts of a book - page sequencing WRITING I can use some of my print and letter knowledge in their early writing.	READING I can re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment. WRITING I can write short sentences with words with known letter-sound correspondences using a capital letter and full stop. I can re-read what they have written to check that it makes sense.

EDUCATIONAL PROGRAMME Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.			Early Learning Goals ELG: Number Children at the expected level of development will: 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. ELG: Numerical Patterns Children at the expected level of development will: Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.					
TERMS	AUTUMN TERM		SPRING TERM		SUMMER TERM			
TOPICS	ME, MYSELF AND I REC - MATHS MASTERY		OUR WORLD REC - MATHS MASTERY		CHANGES REC - MATHS MASTERY			
STAGE	NURSERY EXPECTED FOR AUT	RECEPTION EXPECTED FOR AUT	NURSERY EXPECTED FOR SPR	RECEPTION EXPECTED FOR SPR	NURSERY EXPECTED FOR SUM	RECEPTION EXPECTED FOR SUM		
KEY SKILLS	I can develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). I can recite numbers past 5. I can say one number for each item in order: 1,2,3,4,5. I can show 'finger numbers' up to 5. I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. I can talk about and identify the patterns around me. I can notice and correct an error in a repeating pattern. I can understand position through words alone – for example, "The bag is under the table," – with no pointing. I can describe a familiar route.		I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). I can experiment with my own symbols and marks as well as numerals. I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. I can extend and create ABAB patterns – stick, leaf, stick, leaf. I can discuss routes and locations, using words like 'in front of' and 'behind'. I can begin to describe a sequence of events, real or fictional, using words such as 'first', 'then.. I can make comparisons between objects relating to size, length, weight and capacity.		I can explore the composition of numbers to 10. I can compare numbers. I can automatically recall number bonds for numbers 0-5 and some to 10. I can recognise that a shape can have other shapes within it, just as numbers can. I can count beyond ten I can recognise when one quantity is greater than, less than or the same as the other quantity. I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. MATHS MASTERING Continue to develop subitising Identify missing parts Explore the structure of number 6 and 7 - five and a bit Focus on equal and unequal groups Understand about to equal groups can be known as double Sort odd and even numbers according to shape Continue to develop understanding of counting Order numbers Verbal counting beyond 20 MATHS ESSENTIAL RSL8 – Spatial Thinking		I can solve real world mathematical problems with numbers up to 5. I can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', round I can compare quantities using language: 'more than', 'fewer than'. I can combine shapes to make new ones – an arch, a bigger triangle etc. I can use informal language like 'pointy', 'spotty', 'blobs' etc. MATHS MASTERING Continue to develop their counting skills Explore a range of representations Compare quantities and number Develop a sense of magnitude Begin to generalise about 'one more than' and one less than' Continue to identify which sets can be subitised Develop conceptual subitising skills	

UNDERSTANDING OF THE WORLD

EDUCATIONAL PROGRAMME Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.			Early Learning Goals ELG: Past and Present Children at the expected level of development will: Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities Children at the expected level of development will: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World Children at the expected level of development will: 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.			
TERMS	AUTUMN TERM		SPRING TERM		SUMMER TERM	
TOPICS	ME, MYSELF AND I PLYMOUTH SCIENCE NURSERY – All about me RECEPTION – All about me/People who help us RE - JIGSAW SCHEME		OUR WORLD PLYMOUTH SCIENCE NURSERY - Celebrations/Traditional tales/materials RECEPTION – Animals/Colour RE - JIGSAW SCHEME		CHANGES PLYMOUTH SCIENCE NURSERY - Materials.traditional tales/Mini Beasts and growing RECEPTION – Sea life/Seasons RE - JIGSAW SCHEME	
STAGE	NURSERY EXPECTED FOR AUT	RECEPTION EXPECTED FOR AUT	NURSERY EXPECTED FOR SPR	RECEPTION EXPECTED FOR SPR	NURSERY EXPECTED FOR SUM	RECEPTION EXPECTED FOR SUM
KEY SKILLS	I can show interest in different occupations. I can continue developing positive attitudes about the differences between people. I can talk about significant experiences in their lives. I can use all my senses in hands-on exploration of natural materials. I can talk about what I see, using a wide vocabulary.	I understand the effect of changing seasons on the natural world around them I can talk about members of their immediate family and community. I can name and describe people who are familiar to them. I can understand that some places are special to members of my community. I can recognise that people have different beliefs and celebrate special times in different ways. I can describe what they see, hear and feel whilst outside.	I know that there are different countries in the world and can talk about the differences they have experienced or seen in photos. I can comment and ask questions about the familiar world. I can talk about what I see, using a wide vocabulary. I can explore how things work. I can talk about the differences between materials and changes they notice. I can explore and talk about different forces they can feel.	I understand the effect of changing seasons on the natural world around them I can recognise some similarities and differences between life in this country and life in other countries. I can draw information from a simple map. I can explore the natural world around them. I can recognise some environments that are different to the one in which they live. I can recognise that people have different beliefs and celebrate I can describe what they see, hear and feel whilst outside.	I can begin to understand the need to respect and care for the natural environment and all living things. I can operate mechanical toys. I can explore collections of materials with similar and/or different properties. I can plant seeds and care for growing plants I can understand the key features of the life cycle of a plant and an animal. I can talk about the differences between materials and changes they notice.	I understand the effect of changing seasons on the natural world around them I can comment on images of familiar situations in the past. I can compare and contrast characters from stories, including figures from the past. I can recognise that people have different beliefs and celebrate I can describe what they see, hear and feel whilst outside.

EDUCATIONAL PROGRAMME AND EARLY LEARNING GOALS						
EDUCATIONAL PROGRAMME The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.			Early Learning Goals ELG: Creating with Materials Children at the expected level of development will: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Children at the expected level of development will: Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.			
TERMS	AUTUMN TERM		SPRING TERM		SUMMER TERM	
TOPICS	ME, MYSELF AND I NURSERY ARTIST – Woman in Hat and Fur Collar by Pablo Picasso RECEPTION ARTIST – The Beauty of Dance by Leonid Afremov		OUR WORLD NURSERY ARTIST – Wave by Katsushika Hokusai RECEPTION ARTIST – York City with Moon by Georgia O'Keefe		CHANGES NURSERY ARTIST – Sunflower by Vincent Van Gogh RECEPTION ARTIST – Bride and Groom with Eiffel Tower by Marc Chagall	
STAGE	NURSERY EXPECTED FOR AUT	RECEPTION EXPECTED FOR AUT	NURSERY EXPECTED FOR SPR	RECEPTION EXPECTED FOR SPR	NURSERY EXPECTED FOR SUM	RECEPTION EXPECTED FOR SUM
KEY SKILLS	I can take part in simple pretend play, using an object to represent something else even though they are not similar. I can explore colour and colour-mixing. I can develop my own ideas and then decide which materials to use to express them. I can respond to what I have heard, expressing their thoughts and feelings. I can listen with increased attention to sounds. I can use drawing to represent ideas like movement or loud noises. I can remember and sing entire songs.	I can explore, use and refine a variety of artistic effects to express their ideas and feelings. I can sing in a group or on my own, increasingly matching the pitch and following the melody. I can develop storylines in my pretend play. CHARANGA Me My Stories	I can explore different materials freely, to develop their ideas about how to use them and what to make. I can join different materials and explore different textures. I can create closed shapes with continuous lines, and begin to use these shapes to represent objects. I can show different emotions in their drawings and paintings, like happiness, sadness, fear etc. I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. I can listen with increased attention to sounds. I can play instruments with increasing control to express my feelings and ideas.	I can create collaboratively, sharing ideas, resources and skills. I can listen attentively, move to and talk about music, expressing my feelings and responses. I can watch and talk about dance and performance art, express my feelings and responses. CHARANGA Everyone Our World	I can begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. I can explore different materials freely, to develop their ideas about how to use them and what to make. I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. I can draw with increasing complexity and detail, such as representing a face with a circle and including details. I can sing the pitch of a tone sung by another person ('pitch match'). I can create their own songs or improvise a song around one I know.	I can return to and build on my previous learning, refining ideas and developing my ability to represent them. I can explore and engage in music making and dance, performing solo or in groups CHARANGA Bear Funk Reflect, Rewind and Replay