



The prime areas of learning and development

Why the prime areas are 'prime'.

As emphasised in the original Tickell review of the EYFS, the prime areas are fundamental to children's successful learning in the specific areas. The specific areas cannot be encountered in isolation from communication and language or personal, social, emotional and physical development since children always experience the world through communication and physical and sensory involvement. A strong foundation in the prime areas is essential as evidence shows that, if it is not securely in place by age five, it holds children back in other areas of learning and development.

The new EYFS framework makes it clear that practitioners should observe and respond to each child in their care on an on-going basis. There should be a focus on the prime areas for younger children, with gradual building in of support in the specific areas for older children, as they develop. In all instances, the support should be appropriate to an individual child's level of development and progress.

Practitioners will take a flexible approach, responding to each child as an individual learner. There is nothing in the framework that prevents a practitioner from introducing aspects from the specific areas of learning and development for an individual child earlier than they might for other children, if they judge that to be appropriate. At this stage, practitioners will continue to look at the next stage of the progressive curriculum written for EYFS.

Our Intent



At Nancledra Preschool, the paramount focus is placing children at the centre of our learning plan.

Our ultimate goal is to provide each child with the best possible start to their lifelong journey by developing physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and a love of learning. All of our staff deeply care about the wellbeing, safety and happiness of the children in our preschool and pride themselves on a holistic knowledge of their key children; their interests, family and their community. They understand the ways in which they learn best and what your child needs to do to help them achieve their next stage of development.

We treat all children as individuals and promote their meaningful relationships with staff and their peers which create secure bonds. We make it a priority to form close partnerships with families and the wider community and work collaboratively with them to encourage independent, enthusiastic, natural learners who thrive and reach their full potential. We want to give them a welcoming, nurturing, caring environment in which to grow and learn; an environment that is language rich and embedded with visual learning. We build on their existing knowledge and interests and develop their experiences of the world around them creating an appreciation and respect for their surroundings. Our wonderful rural location allows us to develop the children's skills as confident explorers who are curious and physically active.

We aspire for our children to leave us as:

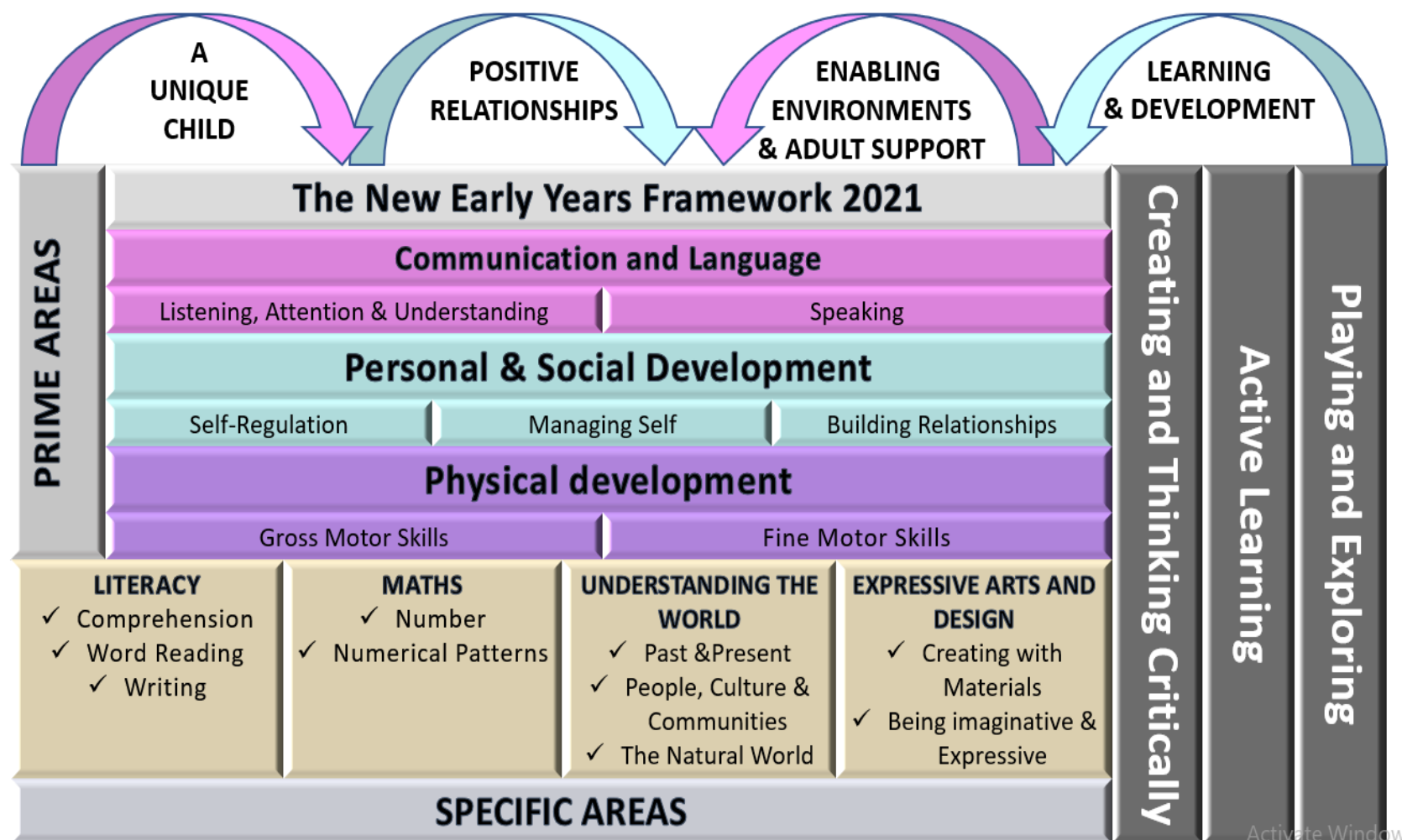
- **Passionate learners** with an inner drive to achieve and believe that they can do anything if they put their mind to it and can embrace challenges and overcome them with perseverance. Children who have the essential skills and mindset to navigate the next stages of their educational journey.
- **Resilient and confident individuals** with positive skills and habits enabling them to be their best selves.
- **Attentive Listeners and Effective Communicators** who know that their ideas matter and can use their communication skills to be empathetic and enable conflict resolution and to develop critical life skills. Children who confidently communicate their thoughts and actively engage and listen attentively in conversations with others.
- **Children who understand and respect their own emotional needs** and are secure in their own skin and able to regulate themselves effectively through various strategies. Secure and caring individuals who develop strong attachments with others, create positive, respectful and long-lasting relationships, fostering a sense of responsibility towards themselves and others.
- **Mighty movers** who are competent at moving their bodies in large movements, have fine manipulative skills and spatial awareness showing their development from baby to preschooler.
- **Word-loving individuals who adore reading** and seek it out, knowing the bridges that a good story can build, or using non-fiction texts to find out and marvel at fascinating facts. Children who are developing phonological awareness and early literacy skills and have a love for acquiring language through a language rich environment.
- **Maths masters** who have good number fluency and are developing a deep understanding of numerical patterns. Children who have confidence in number fluency, develop a deep understanding of the number, the relationships between them and the patterns within those numbers.
- **Highly motivated and curious learners** who are internally driven to learn and are inquisitive of their world. Children who constantly seek to know more, are keen to explore and are interested in asking questions, investigating, and experimenting, following their ideas and fascinations. We encourage and support 'thinkers' and 'doers' who have a sense of curiosity.
- **Imaginative artists** who are able to creatively express themselves and share their talents and creations with an audience.

Implementation

In our educational setting, we are committed to implementing an Early Years Foundation Stage (EYFS) curriculum -

By focusing on these developmental goals, we will empower our young learners and prepare them for future academic challenges and personal growth.

- Priding ourselves on meeting each child and their families individual needs exactly where they are in their developmental journey and accelerating their progress with our own ambitious curriculum.
- Ensuring we provide a safe and emotionally enabling environment in which the contributions of all children are recognised, valued and accepted without judgement.
- Working in partnership with parents to create a reciprocal relationship in which the role of parents and carers as their children's first educators is recognised and supported.
- Experienced, knowledgeable and reflective staff who draw on their established and extending expertise.
- Encouraging children to engage in a wide range of inspiring opportunities and real world experiences.
- All children's learning is evaluated by talking to children, looking at their achievements, communicating with parents and observing their play and learning experiences to nurture and extend their learning.
- Our proficient team build strong and effective partnerships with specialist agencies to make sure that identification of any specific needs takes place at the earliest stage possible with the most inclusive support and environment made available for the individual child and their family.



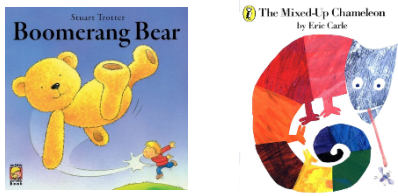
Characteristics of Effective Teaching & Learning to be embedded through all areas of learning ... creating powerful learners and thinkers

Playing & Exploring	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 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. Do things independently that they have been previously taught. 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.
Active Learning	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.
Thinking and Creating Critically	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

Nancledra Preschool

The Perfect Place to Play and Learn.

Guidance –themes have been planned to follow children's interest

Overarching Theme	Term 1 I wonder who I am?	Term 2 I wonder how we celebrate?	Term 3 I wonder who can help me?	Term 4 I wonder where my imagination can take me?	Term 5 I wonder if everything grows?	Term 6 I wonder what my next adventure will be?
Planning around a text in Nursery and Preschool						
Alternative texts in Baby Room			superhero based book 	Imagination sparking book		
Cultural Capital and experiences offered	Penlee Gallery & Museum, Beach, Library, Trengwainton Gardens, Splattenridden Farm, Visit from Skylar	Fire Station, Local Church, Visit Penpol Nursery, Visiting Author – Craig Barr Green	Police, Ambulance, Lifeguard, Vet, Dentist, Nurse, Guide Dogs, road safety, Library Visit from Skylar	Minack Theatre, St Michaels Mount, Roger's Tower, Penlee Gallery & Museum, Visit author – Alasdair Howell	RSPB, Hatch chicks, Trink Dairy, Castle Gate Farm, Moomaid, Hatch Butterflies, Trip to Sainsburys. Visit from Skylar	Airport, Train trip, Bus trip, Marks Arc, Penlee Gallery, Rock pooling
Parent Links	Family Tree Open Evening Harvest Festival	Child or family member achievement Christmas fair	Open Evening Wheelathon	Parent's favourite children's book Book café – book sale included	Plant growing challenge Plant sale Arts Week	Postcard or picture from another country Face to Face Parent's Meeting Graduation Sports Day

Rhymes and Songs	- 1,2,3,4,5 Once I caught a fish alive - A sailor went to sea -Baa, Baa Black, Sheep - Down at the station - One potato, 2 potato, - 5 little speckled frogs - 5 little ducks went swimming one day - 5 currant buns	- Hey diddle, diddle - Hickory Dickory Dock - Humpty Dumpty - Incy Wincy Spider - 5 sausages - 1 finger 1 thumb - 2 little dickie birds - Head, shoulders, knees and toes - zoom zoom, zoom	- Jack and Kill - Mary Mary Quite Contrary - Miss Molly had a dolly - One, two buckle my shoe - three blind mice -three little kittens - 4 teddy bears - 5 fingers - Alice the camel	- Pat a cake - Ring a ring a roses - Round and round the garden - Row row row your boat - Sing a song of sixpence - I'm a little bean - 5 cheeky monkeys (trees) - When goldilocks went to the house of the bears.	- The Grand old Duke of York - The wheels on the bus - Twinkle Twinkle little star - Wind the bobbin up - 5 little men in a flying saucer -one elephant went out to play	-London Bridge is falling down -One big hippo -sleeping bunnies - 5 cheeky monkeys (bed) - 5 little apples - Little Turtle
Celebrations and special events	Grandparents Day Nursery Rhyme week	Harvest Festival Divali Hannukah Bonfire Night Christmas	National story telling week Chinese New Year	Mother's Day Easter Eid Passover	Mental Health Awareness Week World Bee Day National Hedgerow Week	World Ocean Day Father's Day National Tree Week

Communication and Language (weaved throughout the whole curriculum)						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Term 1 I wonder who I am?	Term 2 I wonder how we celebrate?	Term 3 I wonder who can help me?	Term 4 I wonder where my imagination can take me?	Term 5 I wonder if everything grows?	Term 6 I wonder what my next adventure will be?
Educational programme <i>(From DFE Help for early years providers)</i>	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 (End of Reception)	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.		
Our curriculum goal	Attentive Listeners and Effective Communicators who know that their ideas matter and can use their communication skills to be empathetic and enable conflict resolution and to develop critical life skills. Children who confidently communicate their thoughts and actively engage and listen attentively in conversations with others.					
Term specific provision Baby Room	<u>Listening, Attention and Understanding</u> - Moves whole body to sounds they enjoy, such as music or a regular beat - Concentrates intently on an object or activity of own choosing for short periods - Pays attention to dominant stimulus – easily distracted by noises or other people talking. - Enjoys laughing and being playful with others. - Is developing the ability to follow others’ body language, including pointing and gesture <u>Speaking</u> - Uses sounds in play, e.g. brrrm for toy car - Begin to use single words - Frequently imitates words and sounds - Enjoys babbling and increasingly experiments with using sounds - Uses pointing with eye gaze, and then fingers or hands, to make requests and to share an interest		<u>Listening, Attention and Understanding</u> - Responds to simple questions when in a familiar context with a special person (e.g. Where’s Mummy?, Where’s your nose?) - Understanding of single words in context is developing, e.g. cup, milk, daddy - Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations. <u>Speaking</u> - Uses single words - Uses words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye) - Creates personal words as they begin to develop language - Copies familiar expressions, e.g. Oh dear, All gone. - Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying “Want it”.		<u>Listening, Attention and Understanding</u> - Pays attention to own choice of activity, may move quickly from activity to activity - Understands different situations - able to follow routine events and activities using nonverbal cues - Selects familiar objects by name and will go and find objects when asked, or identify objects from a group - Understands simple sentences (e.g. Throw the ball) <u>Speaking</u> - Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot) - Beginning to put two words together (e.g. Want ball, More juice) - Beginning to ask simple questions - Beginning to talk about people and things that are not present	
Term specific provision Nursery	<u>Listening, Attention and Understanding</u> - Listen to and begin to join in with rhythmic activities - Responding to actions / words - Begin to listen to and enjoy short stories (with clear illustrations / use of props) - Read 1:1 (book share) / small KP group		<u>Listening, Attention and Understanding</u> - Listen to and join in with rhythmic activities in KP group - Begin to match actions to words - Listen to and enjoy short stories (with clear illustrations / use of props) - Read 1:1 (book share) / small KP group		<u>Listening, Attention and Understanding</u> - Listen to and join in with an increasing range of rhythmic activities - Match actions to words - Listen to and enjoy short stories (with clear illustrations / use of props)	

	- Listen with interest to the noises adults make then they read stories (Also see Literacy / Reading) - Recognise and respond to some familiar sounds - Pay attention when someone is talking 1:1 - Show interest in others as they talk - Watch someone's face / mouth when they are talking - Respond to gestures, actions, words - Develop vocabulary linked to daily experiences - Listen and respond to a simple instruction with gestures - Linked to familiar routine / experience - Understand and respond to 'who' and 'what' questions Speaking - Begin to join in with rhyme and song time - Repeat - words / phrases - Begin to extend vocabulary, repeating some heard words - String two / three words together - To share simple feelings / needs within the daily routine - Within pretend play - Begin to ask some 'who' and 'what' questions - Begin to develop conversation 1:1	- Listen with interest to the noises adults make then they read stories and begin to make story links - Recognise and respond to some new sounds - Pay attention when someone is talking 1:1 / KP group - Respond to gestures / actions / words / simple sentences - Develop vocabulary linked to daily experiences - Listen and respond to a simple instruction with two key words - Linked to familiar and some new experiences - Begin to understand and respond to 'where' questions Speaking - Join in with rhyme and song time - Repeat - words / phrases / simple sentences - Identify missing words at the end of sentences - Begin to use a wider range of vocabulary - Linked to: daily routine, interests - String three / four words together - To share simple feelings / needs within the daily routine within pretend play - Ask some 'who' and 'what' questions - Continue to develop conversation 1:1 - Continue to develop enunciation of speech sounds p /b/ m/w - Begin to use pronouns – me / him / she - Begin to use prepositions – in / on - Begin to use some plurals	- Read 1:1 (book share) / small KP group - Listen with interest to the noises adults make then they read stories and make story links - Recognise and respond to an increasing range of sounds - Pay increasing attention when someone is talking in KP group - Respond to gestures / actions / words / longer sentences - Develop vocabulary linked to daily experiences - Listen and respond to a simple instruction with three key words - Linked to familiar and some new experiences - Understand and respond to 'who', 'what' and 'where' questions Speaking - Join in with rhyme and song time - Repeat - words / phrases / simple sentences - Identify missing words at the end of sentences - Continue to use a wider range of vocabulary - Linked to: daily routine, interests - String four / five words together - To share simple feelings / needs within the daily routine, within pretend play / share experiences - Begin to ask some 'where' questions - Develop conversation 1:1 - Develop enunciation of speech sounds – p / b / m / w - Use pronouns – me / him / she - Use prepositions – in / on / under - Use some plurals
Preschool	Listening, Attention and Understanding - Listens with interest to the noises adults make when they read stories - Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door - Shows interest in play with sounds, songs and rhymes - Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus - Identifies action words by following simple one step instructions, e.g. Show me jumping - Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet - Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?) - Developing understanding of simple concepts (e.g. fast/slow, good/bad) Speaking - Begin to use a wider range of vocabulary – share feelings, experiences and thoughts. - Learn new rhyme and begin to develop a repertoire of songs - Begin to talk about a familiar book one-to-one - Develop communication, begin to use different tenses/plural - Begin to use longer sentences of 4/6 words - Start and hold a conversation with an adult / friend (jumping from topic to topic) - Begin to use talk to organise selves / play	Listening, Attention and Understanding - Listens to others in one-to-one or small groups, when conversation interests them - Begin to listen to familiar stories with increasing attention and recall - Joins in with repeated refrains - Focusing attention – can still listen or do, but can change their own focus of attention - Is able to follow one step instructions - Understands use of objects (e.g. Which one do we cut with?) - Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture - Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box - Beginning to understand why and how questions Speaking - Use a wider range of vocabulary - Continue to develop and sing a repertoire of songs - Sing a range of rhymes/songs as part of a group - Talk about a familiar book and begin to tell a simple story - <i>Using illustrations / props, name main characters, sequence main events</i> - Continue to develop communication: use future and past tense (<i>not always correctly</i>), use longer sentence of 4/6 words, begin to join sentences with 'and' start a conversation with an adult /friend and begin to continue it with many turns, use talk to organise selves / play - Begin to retell a simple past event in correct order - Begin to express a point of view: <i>likes, dislikes</i>	Listening, Attention and Understanding - Listen to others in a small group, turn taking with use of prop e.g. talking when holding the teddy bear - Listens to longer stories with increasing attention and recall - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories - Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity - Is able to follow two step instructions - Understands use of objects (e.g. Which one do we cut with?) - Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture - Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box - Beginning to understand why and how questions - With support begin to answer using some full sentences - Show an understanding of some prepositions - Within instructions – behind / in front of - Use language of prepositions – up / down / next to Speaking - Use a wider range of vocabulary in a range of contexts - <i>Linked to: daily routine, themes, key knowledge</i> - <i>Sing a large repertoire of songs</i> - <i>As part of a group / independently</i> - Talk about a familiar book and tell a longer story - <i>Talk about characters / main events / likes / dislikes</i> - Develop communication: <i>begin to use a wider range of tenses (some correct), use longer sentences of 4 / 6 words, join sentences with 'and' / 'like' / 'because', start a conversation and continue it, turn taking – be a good listener</i> - <i>Use talk to: Retell a simple past event in correct order, organise self, express a viewpoint – likes / dislikes, debate</i>

												- Uses talk to <i>explain what is happening and</i> - <i>anticipate what might happen next</i>
Ongoing provision throughout the year	Little Wandle		Foundations for language									
	Concept Cat		Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own									
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	after above around back below before		Behind Between A bit early Different Empty First		Front full last later less		Most Near New Next to		top Old Over Quick Same		long Side under Soft Some Tall/short through	
	Book of the week		Learn new vocabulary, engage in and talk about books, learn rhymes, poems and song (Highlighted word of the week)									
	Book	Language	Book	Language	Book	Language	Book	Language	Book	Language	Book	Language
	You choose	N/A	How to catch a star	hope soaring warm, shimmer, sparkle, sprint, dash	All through the night	Tidy , knocked, brushed, footprints, paramedic,	We're going on a bear hunt	Pointy, spiky, soaking, drenched , stinky, filthy, worried, nervous	Jack and the jellybean stalk	Miserable Sugary Humungous bellowed	The Train Ride	Enormous Towering Rushing freezing
	Kindness makes us strong	cheering watering roads crayons	Smeds and the smoos	Nibbled Beastly Clambered grime	Dear Zoo	Heavy Fragile Fierce grumpy	Brown bear, brown bear	scarlet, emerald navy lemon	The Very Hungry Caterpillar	Tiny Better Cocoon beautiful	Handa's surprise	Delicious, scrumptious, heavy, weighty, dashed ,hurried, excited, delighted.
	Bear shaped	brave strangers kindness memories	Whatever Next	Smart Roared Dripped gaspd	Supertato	Vanished Yelled Gasp grinned	The Queen's Hat	Strolling, roaming, Sprinted Darted, Magnificent , superb	Rosie's Walk	Sly, sneaky, bash, smack, soaking, dripping, scrumptious , delicious, angry,annoyed	Mr Gumpy's Outing	
	Would you rather	supper fog desert supermarket	Poppies	Bounce, leap, gloomy dingy, relived, pleased	Superworm		Three Billy Goats Gruff		Farmer Duck		Julian is a Mermaid	
Neon Leon	Match Sad/ gloomy Hide Jungle	Space Tortoise	Ginormous, gigantic , nervous frightened, cheerfully, excitedly, twinkling,shimmering	Rainbow Fish	Sparkling Shimmer Wise delighted	The Gingerbread Man		The Little Red Hen	Mill Clucked dragged	Lost and Found	Lonely, miserable , honk, toot, delighted, cheerful	
Owl Babies	trunk lost wait hunt/ quest	Room on the Broom		The Jolly Postman		Jack and the Beanstalk		Tiny Seed	Tiny,miniscule, twirling, plunging, damp, moist, colossal , gigantic, pop, whoosh	The Snail and the Whale	Marvellous, incredible, golden, bright, sly, sneaky , wonderful, amazing	
Elmer	Different Patchwork Lastly	The Nativity	Use this text as a storytelling text.					Oliver's Vegetables	Proudly Complaints Delicious	Last Stop on Market Street	grainy glowing overjoyed juicy	

		serious							scrubbed		
	Visitors	Additional adults who will share subject specific vocabulary									
	NELI Preschool/Early Talk Boost	Additional interventions for speech and language									
	Chatterbooks	Children in small groups (twice a week) -									
	Storydough	Storydough is used to immerse children in new language which is linked to their creations or the sensory feedback from the dough.									
	Scribble club	Out in the provision responding to the children's play and also linked to the book of the week.									
	Adult modelling in setting	To model back and forth conversations – allowing time for thought processing and response time, modelling stopping and eye contact.									
	TastEd Activities included in daily snack time.	By being introduced to new food children can learn new vocabulary , through sensory exploration children are not just learning the words for the vegetables and fruits but also how to describe what they look, smell, sound, feel and taste like. With the preschool children composing sentences, and contributing to small group, class, and one-to-one discussions , about their likes and dislikes, articulating the reasons for these preferences using recently introduced vocabulary .									

Personal, Social and Emotional Development (Links with PD, UTW & Math)						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Term 1 I wonder who I am?	Term 2 I wonder how we celebrate?	Term 3 I wonder who can help me?	Term 4 I wonder where my imagination can take me?	Term 5 I wonder if everything grows?	Term 6 I wonder what my next adventure will be?
Educational programme <i>(From DFE Help for early years providers)</i>	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					
ELG (End of Reception)	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.	
Our curriculum goal	Children who understand and respect their own emotional needs and are secure in their own skin and able to regulate themselves effectively through various strategies. Secure and caring individuals who develop strong attachments with others, create positive, respectful and long-lasting relationships, fostering a sense of responsibility towards themselves and others.					
	The DfE do recommend that Early Years Settings cover the age-appropriate elements because they are <i>"Key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online."</i> (DfE statutory guidance, p19, section 54).					
Half Termly Value	Kindness Children collect kindness hearts	Thankfulness Thankfulness tree	Helpfulness	Resilience	Cooperation	Courage
Term specific provision and priorities for Baby Room	<u>Building relationships</u> - Draws others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs - Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult’s attention to something - Engages another person to help achieve a goal, e.g. to get an object out of reach - Builds relationships with special people - Displays attachment behaviours such as wanting to stay near to their close carers, checking where they are and protesting when separated - Is wary of unfamiliar people - Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations - Closely watches others’ body language to begin to understand their intentions and meaning <u>Managing Self</u> - Responds to their own name and physical attributes in games. - Shows interest in reflection in mirror (although not recognise as themselves) - Shows separation anxiety as they become more aware of themselves as individuals. <u>Emotions</u> - Shows a wide range of feelings, using crying, gesture and vocalisations.		<u>Building relationships</u> - Cooperates with caregiving experiences, such as dressing - Is fascinated by other children, watching them and interacting with them through offering toys, food etc, and by reaching for objects that another has - Enjoys playing alone and alongside others and is also interested in being together and playing with other children - Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration. <u>Managing Self</u> - Shows independence in own choices and preferences and rejects things they do not want. - Understand their own voice and actions have a cause and effect on others. - Shows growing self confidence through playing freely and with involvement. <u>Emotions</u> - Become more able to adapt behaviour and increase their participation and cooperation as they become familiar with routine. - Explore boundaries of behaviours that are accepted by adults and become aware of basic rules as they develop independence.		<u>Building relationships</u> - Explores the environment, interacts with others and plays confidently while parent/carer or KP is close by - Shows empathy by offering comfort that they themselves would fin soothing. - Will often watch follow and imitate each other in their play and experiment with influencing others, cooperating together and also resisting coercion in their interactions. - Asserts their own ideas and preferences and takes notice of other’s responses. <u>Managing Self</u> - Is aware of, points to and names their own and others physical characteristics. - Experiments with what their bodies can do through setting themselves physical challenges - Begins to use “me”, “you” and “I” in their talk and show awareness of their social identity/gender/ability and ability. - Shows their growing sense of self through asserting their likes and dislikes, choices, decisions and ideas. <u>Emotions</u> - Express positive and negative feelings through actions, behaviours and a few words. - Experience feelings with great intensity which can be overwhelming and result in losing control or feelings, body and thinking.	

	- Begin to become aware of their emotions and connect to feelings. - Use familiar adult to share feelings and for emotional refuelling. - Use a comfort object, familiar others, routines or spaces to soothe themselves. -		- Assert own agenda strongly and may display frustration with having to comply with other's agendas and change/boundaries.		- Aware of other's feelings and begin to show empathy by offering a comfort object or share feeling. -	
Term specific provision and priorities for nursery	Emotions - Begin to self soothe through discussion with family members about what techniques work at home - Using a comfort object if required - Begin to respond to KP soothing techniques - Begin to express a range of emotions through actions or expressions - Begin to show limited awareness of effortful control Managing Self - Begin to interact with others around them - Begin to explore their own bodies - Begin to recognise physical characteristics e.g. eyes/nose/mouth - Begin to explore with objects in their surrounding and familiar area - Begin to accept praise and reassurance - Begins to be aware of differences in others around them - Children may ask questions for example 'Why do they have red hair? Why are they smaller?' - Begin to communicate that they have a wet/soiled nappy - Begin to tell you when they are urinating Building Relationships - Begin to build relationship with KP - Begin to engage with others through talk/gesture/gaze - Begin to seek praise from KP or familiar adult - Begins to conform with care routines provided by KP - Can play on their own with a KP close by - Begin to be aware of other children in their environment		Emotions - Can self soothe when leaving parent each session. - Using a comfort objects/ seeking reassurance from KP/ getting busy and engaging with their environment. - Begin to use words to express their emotions such as 'sad' 'angry' or 'happy' - Can show some awareness of effortful control and is able to wait their turn with support from the KP Managing Self - Shows and interest in familiar objects - Begin to have a preference for a particular item/toy/drink/snack - Begin to try new things from the proximity of a close adult or KP - Begins to show confidence and a determination in achieving their owns goals - Seeks praise and encouragement from trusted adults - Begin to show independence in asking for help - Begin to accept the needs of others - Tell KP or trusted adult when they are about to urinate Building Relationships - Talks or communicates their choices with KP or familiar adults - Joins in with care routines with familiar adult - Plays alongside other children with KP close by - Is aware of other children and begins to be more independent when smiling and looking at others for engagement. - Will often watch, follow and imitate each other - in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions - Asserts their own ideas and preferences and takes notice of other people's responses		Emotions - Responds well to predictable routines and uses their knowledge of this to self soothe - Can express their own feelings through actions or words - Begin to find ways to manage their own emotions using resources or environmental strategies - Begins to talk about their own emotions and what has made them feel that way - Can wait their turn when engaging in play or games with a trusted adult close by. - Begins to ask questions about emotions that are displays in books, for example when a character is crying and begins to give suggestions for how to manage the emotion. - Begin to give reasons and explanations for their own emotions Managing Self - Begin to enjoy exploring new places with KP and trusted adults preschool trips/ local area walk/ joint play session. - Shows independence when needing help or support - Accepts through questions and response that people have differences but that everyone can be included - Communicates with KP or trusted adults about their desire to use the potty or the toilet. Building Relationships - Is confident to share experiences with KP and familiar adults - Is able to play with other children who are familiar and enjoy the same interests. - Develops preferred friendships with other children - Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it.	
Term specific for preschool (linked to stories and Understanding the World themes)	Emotions - Name some key adults who can help them when feeling sad/worried/scared. - Name different feelings and possible causes; - Name those who care for them and keep them safe; - Speak positively about themselves; Sense of Self - Name the different features of their face and parts of their body;	Emotions - Show kindness by including their friends; Sense of Self - Talk about the similarities and differences amongst their peers; - Talk about the things they and their friends are good at; - Spot similarities and differences in nature. - Understand that having differences between us is a good thing;	Emotions - Recognise a 'funny tummy' feeling when something feels wrong or unsafe and say what to do; Sense of Self - Talk about what makes them feel safe. - Name potential dangers, both inside and outside, and how to avoid getting hurt; - Name things in the environment that keep us safe e.g. traffic lights,	Emotions - Try new experiences and describe how they feel about them. Sense of Self - Talk about how healthy food and keeping clean can help our bodies; - Name some healthy foods; Building Relationships - Name some activities that they can do to help out at home;	Emotions - Explain how people might feel if they find something hard; - Suggest ways to encourage others to keep going; - Have a go at challenging themselves. - Develop skills in planning, reviewing applying a trial and error approach; - Explore activities that they wouldn't normally try, pushing the	Emotions - Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions. Building Relationships - Describe the life cycle of an animal. - Talk about how babies change as they grow;

	<u>Building Relationships</u> - Share their likes and dislikes with their friends and adults in their classroom; - Talk about their families and special people; - Describe the different types of homes. - Begin to show confidence in new social situations.	<u>Building Relationships</u> - Recognise the differences within and amongst families. - Show kindness by including their friends; - Talk about how to help those who are in need.	warning signs, school rules; - Talk about how to keep their bodies safe. <u>Building Relationships</u> - Name key relatives/care givers at home and those who care for them in their education settings; - Know which products in the home are to be used only by adults; - Sort items according to their use and purpose; - Explain who can give medicine to children and why. - Describe an manage feelings in new social situations.	- Talk about how they can look after other members of their family; - Talk about how they can look after their friends. - Show care and respect for their home and learning environments; - Talk about what is special within the natural world; - Name some ways in which they can help their world.	boundaries of their comfort zone; <u>Sense of Self</u> - Name what their bodies need for energy (food, water, exercise, sleep); - Describe how they feel when they don't have enough food, water, exercise or sleep; - Make healthy choices independently, in their home or education setting. <u>Building Relationships</u> - Communicate with others by sharing with and listening to each other's ideas.	- Explain what babies need and how this changes as they grow; - Share their own experiences and listen to those of the others. - Show confidence in new social situations. - Think differently and more openly about what a family may look like.
Ongoing provision throughout the year	Concept Cat	Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own				
	Adult modelling in setting	Model friendships, how to deal with situations in correct ways,				
	Story/Song/Poem time	Explore stories and songs that talk about positive relationships, feelings, diversity, and emotions				
	TastEd Activities included in daily snack time.	Healthy eating - children can develop an understanding of their preferences and increase their willingness to eat more vegetables and fruit. Interact with each others, waiting their turn to try the food and through discussions about their likes and dislikes they can learn how to understand their own feelings and those of others.				

Physical Development (Linked with EAD)

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	I wonder who I am?	I wonder how we celebrate?	I wonder who can help me?	I wonder where my imagination can take me?	I wonder if everything grows?	I wonder what my next adventure will be?
Educational programme <i>(From DFE Help for early years providers)</i>	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.					
ELG (End of Reception)	ELG: Gross Motor Skills 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.			ELG: Fine Motor Skills 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.		
Our curriculum goal	Mighty movers who are competent at moving their bodies in large movements, have fine manipulative skills and spatial awareness showing their development from baby to preschooler.					
Term specific provision Baby Room	<u>Gross Motor</u> - Belly crawling moves into crawling on hands and knees. - Becomes adept to changing position from crawling to sitting in order to achieve a physical movement. - Sits unsupported, hands free to use - Pulls to standing from crawling, supported by furniture. - Express feelings and communicates through gesture, facial expression, movement and body language. <u>Fine Motor</u> - Picks up objects in palmar grip and manipulates. - Start to throw and release objects overarm. - Enjoys the sensory experience of mark making in a range of materials. - Manipulates objects using hands singly and together. - Grasps finger food and brings to mouth. - Uses spoon, bottle and cup with support.		<u>Gross Motor</u> - Walks around furniture (cruising). - Starts walking independently on firm surfaces. - Pulls, Pushes and carries objects – moving objects with intent. - Climbs inside, underneath, into corners and between objects. - Use gesture and body language to convey needs and interests with emerging language. - Can actively cooperate with nappy changing, dressing/undressing. - Starts to communicate regarding urination and bowel movement. - Intentionally makes sounds with objects, responding to music by singing and whole body movement. <u>Fine Motor</u> - Enjoys finger and toe rhymes and games - Points with first finger, sharing attention with adult. - Look closely at small items, comfortably changing focus - Feeds self with increasing need to be in control and holds cup with both hands (not much spilling)		<u>Gross Motor</u> - Develops security walking upright and also run short distances. - Walk upstairs using rail or hand. - Change position from stand to squat with little effort. - Shows interest, dance and sing to musical rhymes, imitating movements. - Can walk a considerable distance – stop, start and change direction. - Uses physical expression of feelings to release stress. <u>Fine Motor</u> - Participate in finger and action rhymes, songs and games. - Hands start to operate independently during a task which uses both. - When holding writing implement connects between movement and mark.	
Term specific provision nursery	<u>Gross Motor</u> - Begin to show control over their full body - o Waving, kicking, rolling, walking and running - Begin to move when they hear music - Begin to build independence when tackling a new resource such as blocks, monkey bars, tunnels, soft play, climbing walls etc. - Can walk independently on firm and uneven surfaces. - Begin to climb with adult support - Begin to use the stairs independently or using hand rail <u>Fine Motor</u> - Begin to join in with mealtimes by holding their own spoon or fork to feed themselves. - Can hold their own sippy cup for a drink - Begin to show an interest in pouring and filling using large containers. - Begin to show a desire in assisting with dressing routines - Begin to zip their own coat when supported by an adult - Begin to show explore different ways to manipulate paper		<u>Gross Motor</u> - Can run for short distances. - Shows some controlled movements when walking/running/ kicking and begin to jump using two feet. - Begin to clap and stamp their feet when they hear music - Can fit themselves into a tunnel/den/large box by manoeuvring their body - Begin to kick and throw balls - Explores new outdoor equipment with confidence and using these with more independence. - Awareness of how to jump using two feet jump off the ground - Can use a scooter independently <u>Fine Motor</u> - Can feed themselves independently using a spoon - Begin to hold an open topped cup to drink from using two hands - Can pour from one container to another using two hands - Can take off their own shoes and put on their own welly boots - Begin to assist with putting coats on- arms supported - Begin to assist with dressing routines.		<u>Gross Motor</u> - Shows different ways of responding to music - Clap, stap, jump, hop, spin - Begin to show awareness of the size of ‘object’ that they can fit into in relation to their body. - Begin to catch balls and shows more accuracy with kicking and throwing - Can walk, run, climb and jump independently - Can use a tricycle and begin to pedal without support. <u>Fine Motor</u> - Begin to drink from a range of cups without support - Begin to explore food using a knife and fork at meal times to cut their food. - Can pour a drink from a large jug - Can put on their own coat independently - Begin to attempt fastening their own buttons - Controls mark making apparatus and equipment with improved control	

	- Make marks - o Tear, Draw, Cut, Scrunch, Roll - Begin to explore different objects by picking up and using - o Brushes, Rolling pins, Shells, Clay/Playdough		- Begin to show control over their Mark making- circles/lines, Tear- one hand tear, - o Draw- Shapes/faces, - o Cut- Using two hands scissor hold, Scrunch using two hands, - o Roll- showing pressure from two hands - Begin to explore different objects by picking up and using Brushes- Palmer grasp, Rolling pins- two handed, Shells- Pincer grip, Clay/Playdough- Manipulate by rolling, squeezing, poking		- Mark making- Pressure applied to tools to create - o Drawing- Familiar objects can be seen, A defined pincer grip - Begins to show a preference for a dominant hand - ___Has control when exploring different objects	
Term specific for preschool	<u>Gross Motor</u> - Sits comfortably on a chair with both feet on the ground. - Moves in response to music, or rhythms played on instruments such as drums or shakers - Can jump forward a small distance - Confidently climbs different levels and surfaces - Kicks a stationary ball with either foot - Throws a ball with increasing force and accuracy - Use large-muscle movements to wave flags and streamers, paint and make marks. <u>Fine Motor</u> - Holds pencil with dominant hand with a pincer grip - Confidently use a knife and fork at meal times. - Can pour a drink from a small jug. - Increasingly independent putting on and taking off simple clothes such as unzipped jackets and boots. - Use thumb up position to open and close scissors to make small snips in playdough/modelling clay.		<u>Gross Motor</u> - Catches a large ball by using two hands and their chest - Uses wheeled toys with skill including pedalling, balance and sittings astride. - Maintains balance using hands and body to stabilise. - Begins to run with spatial awareness and negotiates space successfully adjusting speed or direction to avoid obstacles. - Walk down steps whilst carrying small object with stability and balance. - Use large-muscle movements to wave flags and streamers, paint and make marks with increased control. - With support from an adult, collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. <u>Fine Motor</u> - Holds pencil with dominant hand with a modified tripod grip. - Know how to make forward snips across paper with scissors - Show a preference for dominant hand - Know how to use a knife & fork - Dresses themselves with a little help.		<u>Gross Motor</u> - Runs with spatial awareness and negotiates space successfully adjusting speed or direction to avoid obstacles. - Can balance on one foot or in a squat momentarily. - Can grasp and release with two hands to throw and catch a range of objects. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. - Are increasingly able to use and remember sequences and pattern of movements which are related to music and rhythm. - Share equipment and take in turns. - Play fairly and accept decision in games. <u>Fine Motor</u> - Manipulates a range of tools in one hand including paintbrush, scissors and pencil. - Holds pencil with dominant hand with a tripod grip. - Can dress themselves independently. - Holds scissors correctly to cut forward and use “helper hand” to manipulate paper. - Start to cut curved lines in paper.	
Sports4Tots Themes	Invasion Games: Agility skills, football, hockey, basketball, rugby, attack and defend,	Net/wall Games: Tennis, badminton, dodgeball, Striking/Fielding: Catching nets, rounders, cricket	Invasion Games: Gymnastics, football, hockey, basketball, rugby, attach and defend	Net/wall Games: Tennis, badminton, dodgeball, Striking/Fielding: Catching nets, rounders, cricket	Invasion Games: Agility/travelling/ jumping/movement, football, hockey, basketball, rugby, attack and defend	Athletics Games: Jumping skills, throwing skills, running/hurdles, paralympic events & Sports Day
Ongoing provision throughout the year	Story dough (3-4 year olds)	Manipulate sequentially smaller amounts of playdough to create characters and their features. Children to create with growing detail.				
	Dough Disco (2-3 year olds)	Physical development for fine motor skills using playdough along to music.				
	Scribble club & Squiggle while you wriggle	Physical development programme to help strengthen muscles from the gross motor (shoulder movements) down to fine motor (tripod grip)				
	Daily fine motor activities	Every morning from 8.40-9.00 all activities have been designed to develop coordination, and manipulation with development throughout the year.				
	Gardening	Digging, brushing to aid gross muscle development				
	Sports4tots	Weekly progression sessions with qualified coach				
	Scissors	Holding scissors effectively to cut according to development – see developmentally appropriate scissors.				
	TastEd Activities included in daily snack time.	Whilst exploring the produce children have a chance to develop their gross motor skills , this can be developed to include fine motor skills , if for example you choose to incorporate the use of a knife for chopping vegetables, or through peeling or separating segments of the produce.				

	Literacy					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Term 1 I wonder who I am?	Term 2 I wonder how we celebrate?	Term 3 I wonder who can help me?	Term 4 I wonder where my imagination can take me?	Term 5 I wonder if everything grows?	Term 6 I wonder what my next adventure will be?
Educational programme <i>(From DFE Help for early years providers)</i>	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)					
ELG (End of Reception)	ELG: Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories 14 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.	
Our curriculum goal	Book-loving individuals who adore reading and seek it out, knowing the bridges that a good story can build, or using non-fiction texts to find out and marvel at fascinating facts. Children who are developing phonological awareness and early literacy skills and have a love for acquiring language through a language rich environment.					
Nursery Skills & Knowledge	<u>Reading</u> - Enjoys sharing books with an adult. - Can identify favourite books and seek them out, to share with an adult, with another child, or to look at alone. - Enjoys songs and rhymes, tuning in and beginning to pay attention. - Can pay attention and respond to the pictures or the words when in small groups of 1-1. - Can listen to simple stories and understand what is happening, with the help of the pictures. - With support, can identify familiar objects and properties for KP when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. - With support can repeat words and phrases from familiar stories. <u>Writing</u> - With support, enjoy drawing/mark making freely. - Know that the marks they make are of value. - Enjoy the sensory experience of mark making.		<u>Reading</u> - Can know some of the words in songs and rhymes. - Beginning to sing songs and say rhymes independently, - Can listen to simple stories and understand what is happening, with the help of the pictures. - Can identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. - Can pay attention and respond to the pictures or the words when in a group. - Can ask questions about the book. Make comments and shares their own ideas during small group or 1-1 reading. - Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. - Can understand simple questions about 'who', 'what' and 'where' (but generally not 'why') sometimes with prompts from KP. <u>Writing</u> - Enjoys mark making/drawing freely. - Distinguish between the different marks they make. - With support, can add some marks to their drawings, which they give meaning to. For example: "That says mummy.		<u>Reading</u> - Can sing songs and say rhymes independently, - Can pay attention and respond to the pictures or the words when it's whole class story. - Can ask questions about the book. Make comments and shares their own ideas during small group and who class stories. - Can understand and act on longer sentences like 'make teddy jump' or 'find your coat'. - Can understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). - Can repeat words and phrases from familiar stories. <u>Writing</u> - Enjoys mark making/drawing freely using a variety of media - With support, can add some marks to their drawings, which they give meaning to. For example: "That says mummy." - Can make marks on their picture to stand for their name.	
Reading has included communication and language criteria, reading and expressive arts and design where they strongly link together.						
Children will be exposed to a range of tools, including left handed scissors, within all areas of the provision. Children will be motivated to write through opportunities provided in a range of ways (clipboards, notepads, different paper - coloured, lined, thematic frames) including a range of crayons, pencils, pens, chalks throughout the environment. Staff will model writing for a range of purposes in planned and spontaneous learning opportunities. Gross motor development will underpin the development of fine motor skills with planned provision for small muscle coordination (hands and fingers) with resourcing to include threading, scissors, paint brushes, cutlery for snack/lunch, collage, small world etc						

Preschool Skills & Knowledge	<u>Decoding</u> - Understand print has meaning - Can have different purposes - We read English text from left to right & from top to bottom - The names of the different parts of books - Page sequencing - Count or clap syllables in a word - Recognise words with the same initial sound - ___Recognises familiar words and signs such as own name, advertising	<u>Range of reading</u> - Shows interest in illustrations and words in print and digital books and words in the environment - ___Looks at and enjoys print and digital books independently	<u>Familiarity with text</u> - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories - Begins to be aware of the way stories are structured, and to tell own stories - ___Be able to talk about familiar stories & tell a long story	<u>Poetry and performance</u> - ___Spot & suggest rhymes - Sings to self and makes up simple songs - ___Creates sounds, movements, drawings to accompany stories - ___Sing a large repertoire of songs	<u>Word meaning</u> - Engage in extended conversations about stories, learning new vocabulary - ___Builds up vocabulary that reflects the breadth of their experiences	<u>Understanding and inference</u> - Beginning to understand why and how questions - ___Uses talk to explain what is happening	<u>Prediction</u> - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories - ___Talks about events and principal characters in stories and suggests how the story might end	<u>Discussing reading</u> - Anticipates key events and phrases in rhymes and stories - Talks about events and principal characters in stories and suggests how the story might end - Listens to others in one-to-one or small groups, when conversation interests them - Listens to familiar stories with increasing attention and recall - ___Be able to express a point of view & to debate when they disagree
	<u>Writing</u> - ___Can use large and small motor skills to develop increasing independence, manage buttons, zips, velcro fastenings on shoes, pour drinks. - ___Choose and use one handed tools with intention (musical instruments, jugs, hammers, mark making tools) - ___Find their name card (with photograph in first instance) - ___Make marks on pictures to represent their name - ___Imitates adults' writing by making continuous lines and shapes and symbols from left to right and top to bottom <u>Reading</u> - Can point to the words and the pictures in a book. - Tracks print with their fingers. - Can join in with the repeating refrains in the text Pete the Cat ‘ I like my white shoes.. I like my red shoes - Can sequence a story using visual images. - Can continue a rhyme and match rhyming words together - ___Listen to stories and answer simple questions.		<u>Writing</u> Can add some marks to their pictures which they give meaning to (e.g..” That’s my mummy!”) Use print and letter knowledge to ‘write’ items to support their play (list, spell, labels for map/construction/forest school) Can write some letters accurately with support from an adult. Can write their name using a name card with accurately formed letters Identify initial letter in own name on a keyboard. <u>Reading</u> - Can orally blend CVC words - Can groups words/objects with the same initial sounds - Can read their name - Can sequence events from familiar traditional tales - Can name the characters and differentiate between good and bad characters - Can use the words ‘beginning’, ‘middle’ and ‘end’ to describe story structure. - Start to tell their own stories. - Can answer ‘who’, ‘what’ and ‘why’ questions with developing confidence.			<u>Writing</u> - Can hold a pencil in a tripod grip - Can write left to right - Can recognise and write their own name independently - Can some letters accurately. <u>Reading</u> - Can predict what might happen next in stories - Understands the key part of a book- Title, spine, front cover, back cover, blurb. - Can clap and count syllables with 2,3, syllable words. - ___Can make links between initial letter and its phonic card image - Beginning learning grapheme-phoneme correspondences.		
	Additional opportunities to share learning	Nursery rhyme challenge weekly	Nursery rhyme challenge weekly Performance Narrative The First Christmas Story	Nursery rhyme challenge weekly Storytelling – oral retelling of story with actions. Performance Poetry chosen by the children	Nursery rhyme challenge weekly Storytelling – oral retelling of story with actions. Performance Poetry chosen by the children	Nursery rhyme challenge weekly Storytelling – oral retelling of story with actions. Performance Poetry chosen by the children	Nursery rhyme challenge weekly Storytelling – oral retelling of story with actions. Performance Poetry chosen by the children	
Phase 1 Phonics Nursery Skills		A range of circle time games which covers the seven aspects of phonics phase 1: - Environmental sounds - Instrumental sounds - Body Percussion - Rhythm and Rhyme - Alliteration						

Little Wandle – Tuning into sounds Preschool Skills		Hearing initial sounds, playing with rhyme, begin to orally blend and segment, discriminate between sounds, daily exposure to rhymes and poems and activities that link to Little Wandle.					
Phonological Awareness Focus	Activities developing skills in: - Environmental sounds - Instrumental sounds - Body Percussion - Rhythm and Rhyme - Alliteration - Voice Sounds	Teach children to hear the same initial sound for words and names of objects.	Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds.	Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds	Teach children to identify initial sounds of words and objects.	Teach children to identify the final sounds of words and objects.	
Oral Blending Focus		Teach children to blend CVC words using oral blending and objects.	Teach children to blend a wider range of CVC words using oral blending	Teach children to blend a wider range of words using oral blending.	Teach children to blend a wider range of words using oral blending	Teach children to blend a wide range of words using oral blending when playing	
Ongoing provision throughout the year	Daily reading & Poem	All children are read to and with daily and have reading for pleasure opportunities throughout the sessions. We also have a selection of high quality texts for parents/children to choose to take home.					
	Author of the Week (Children vote for book to be read after lunch)	Jill Murphy	Oliver Jeffers	Judith Kerr	AA Milne	Eric Carle	Michael Bond
		Chris Haughton	Michael Rosen	Rod Campbell	Dr Seuss	Anthony Browne	Jez Alborough
		Martin Waddell	Roger Hargreaves	Allen Arlberg	Philip Moran	Dick King Smith	Giles Andreaes
		David McKee	Ed Vere	Beatrix Potter	Brothers Grimm	Shirley Hughes	Malorie Blackman
		Lauren Childs	Roald Dahl	Julia Donaldson	Hans Christian Andersen	Nadia Shireen	John Burningham
	Story/song time	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs.					
	CP time	Use message centres to create secret symbols/sounds/words/phrases/sentences to make things happen, read messages left by characters, write messages to characters, engage in and talk about books, retell stories and create their own					
	Concept Cat	Concept Cat will teach one new concept words a week .					
	Scribble Club/Squiggle while you wriggle	Ascribe meanings to marks they make with developing coordination throughout the year.					
Book of the week	Learn new stories, engage in and talk about books, learn rhymes, poems and song.						

Mathematics						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Term 1 I wonder who I am?	Term 2 I wonder how we celebrate?	Term 3 I wonder who can help me?	Term 4 I wonder where my imagination can take me?	Term 5 I wonder if everything grows?	Term 6 I wonder what my next adventure will be?

Educational programme <i>(From DFE Help for early years providers)</i>	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.					
ELG (End of Reception)	ELG: Number Children at the expected level of development will: - Have a deep understanding of numbers 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.		
Our curriculum goal	Maths masters who have good number fluency and are developing a deep understanding of numerical patterns. Children who have confidence in number fluency, develop a deep understanding of the number, the relationships between them and the patterns within those numbers.					
Weekly specific for nursery	Getting to know you – birthday numbers, day of the week etc Characteristics of objects Counting and songs Comparison	Positional Language Size and weight Patterns Matching	Counting and songs Counting principles Number 1	Number 2 2D shapes 3D shapes	Number 3 Cardinality and counting Subitising	Length Weight Capacity Consolidation numbers 1-3
Weekly specific for preschool	Colours - Red, Blue, Yellow Green, Purple, Mix of colours Match - Buttons and colours, towers, shoes, number shapes, shapes Pattern – handprints, big and small Sort – colour, Size, Shape, What do you notice?, Guess the rule	Number 1 – Subitising, Counting, Numeral Number 2- Subitising, dice pattern, random pattern, different sizes Number 2 – Counting, Numeral, Numeral Pattern - Extend AB Colour patterns, Outdoor Patterns, AB Movement Patterns, Fix my Pattern	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	Number 5 - Composition of 5 Consolidate 1 - 5 Number 6 - Introduce 10 frame Height & Length - Tall and short, Long and short, Tall/long and short Mass Relate to books: 3 little pigs goldilocks Capacity	Sequencing Positional Language - More than/fewer than Shape – 2D & 3D	Number composition 1 – 5 Revision What comes after? What comes before? Numbers to 5
Ongoing provision throughout the year	CP time	Practise taught skills, use and apply taught skills in real-life situations, use message centres to create secret symbols/passcodes to make things happen, read passcodes left by characters, complete puzzles, “What can you see, how do you see it?” Counting games and rhymes				
	Daily routine	Self-registration (5-frames), calendar days of the week, months of the year song, visual timetable, book voting,				
	Story time/visualise time	What do you notice? Tell me what you see?				
	Finger gym (2-3 year olds)	Finger dexterity number subitising game				

	Concept Cat	Positional language
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Understanding the World						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Term 1 I wonder who I am?	Term 2 I wonder how we celebrate?	Term 3 I wonder who can help me?	Term 4 I wonder where my imagination can take me?	Term 5 I wonder if everything grows?	Term 6 I wonder what my next adventure will be?
Educational programme <i>(From DFE Help for early years providers)</i>	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.					
ELG (End of Reception)	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.		
Our curriculum goal	Highly motivated and curious learners who are internally driven to learn and are inquisitive of their world. Children who constantly seek to know more, are keen to explore and are interested in asking questions, investigating, and experimenting, following their ideas and fascinations. We encourage and support ‘thinkers’ and ‘doers’ who have a sense of curiosity.					
Science						
Learning experiences for nursery	Learning experiences			Outcomes		Vocabulary and Questions to extend thinking
	Provide visual aids and resources such as books, small world and investigative toys. During group times or activities talk about things they see in their environment. Encouraged children to explore small world, and investigative toys. Cooking/baking activities. Dinosaurs and animals, natural objects. Talk about what we have seen, made, noticed.			Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting		Questions: What? Where? Who? See, notice, find, look, look closely, lift, press, tap, push, pull, twist, up, down, open, shut/close, mix, stir, add, mould, shape, same, different,
Learning experiences for Preschool Common EYFS themes.	Humans	Materials including changing materials Sound	Humans Plants	Animals, excluding humans Forces	Plants Animals, excluding humans	Forces Materials, including changing materials
Preschool Using the PLAN (Planning for Assessment) Matrix & Explorify resources to create appropriate experiences to initiate learning.	- Begin to make sense of their own life-story and family’s history. - Understand the key features of the life cycle of a plant and an animal. (Our own lifecycle of Humans) - Name & identify different body parts and what they do.	- Explore collections of materials with similar and/or different properties. - Begin to understand the need to respect and care for the natural environment and all living things. - Explore how things work. = sound	- Explore collections of materials with similar and/or different properties. - Talk about the differences between materials and changes they notice. - Know the effects of exercise on the body e.g. heart	- Explore how things work. - Talk about the differences in materials and changes they notice. - Understand the key features of the life cycle of a plant and an animal. (chicks)	- Understand the key features of the life cycle of a plant and an animal (frogs & butterflies) - Begin to understand the need to respect and care for the natural environment and all living things – understand what plants need to grow and survive. - Plant seeds and care for growing plants. – understand many start as bulb or seed &	- Explore how things work. - Explore and talk about different forces they can feel. - Talk about the differences between materials and changes they notice. (properties of materials) - Understand the key features of the life cycle of a plant and an animal (frogs & butterflies) - Begin to understand the need to respect and care for the natural environment and all living things.

			beats faster, get hotter	- Know the names of baby and adult animals.	name basic parts of plant & tree.	Plant seeds and care for growing plants.
Welly Walk for all ages	Use all their senses in hands-on exploration of natural materials					
	Know about the different seasons & the effect they have on plants, tress & creatures					
Geography						
	Learning experiences			Outcomes		Vocabulary and Questions to extend thinking
Learning experiences throughout the year for Nursery	Explore the features of the outside area. Block play – creating buildings from imagination based on own first-hand experiences and interests Small world and block play with photographs of local landmarks. Playing games of hide and seek, warmer/colder hiding objects games. Walks around the local area.			Explore and respond to different natural phenomena in their setting and in the environment.		Inside, outside, around, under, next to, shop, house, factory, farm, church, garage, school
Preschool Skills throughout the year	Locational	Place		Human and Physical		Fieldwork
	Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world Know that there are different countries in the world & talk about the differences they have experienced or seen in photos	Talk about some of the things they have observed in different places Comments & asks questions about aspects of their familiar world such as the place where they live or the natural world Make imaginative & complex ‘small worlds’ with blocks & construction kits, such as a city with different buildings & a park		Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. Identify seasonal patterns –focusing on plants and animals. Begin to understand the effect their behaviour can have on the environment		Observe and identify features in the place they live and the natural world. Find out about their environment and talk about features they like and dislike. Use diverse range of props, photos, books to notice & talk about similarities & differences
Preschool knowledge	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	I wonder who I am?	I wonder how we celebrate?	I wonder who can help me?	I wonder where my imagination can take me?	I wonder if everything grows?	I wonder what my next adventure will be?
	Talk about seasonal changes. What can we see in Autumn, Winter, Spring and Summer link to weather, clothing and trees.					
	Begin to make sense of their own life-story and family’s history. – their geography. Can say what they like and dislike about indoor and outdoor classroom. Can talk about who lives in their home. Know the names of other countries and can explain similarities and differences.	Can describe the location of special events e.g. parks, cinema, beach. . Know the names of other countries and can explain similarities and differences.	Show interest in different occupations – RNLI at sea, Search and Rescue – Coast. Physical and Human aspects of different jobs.	Know our school is based in Nancledra which is in Cornwall. Can name some significant places in our local area. Know the names of other countries and can explain similarities and differences.	Know the names of other countries and can explain similarities and differences. Can explain why we see plants and flowers growing in the spring and the Summer. Can explain the best places for flowers, and vegetables to grow and explain why.	To explain the effect of our actions on the environment. . Know the names of other countries and can explain similarities and differences. Know the names of other countries and can explain similarities and differences. To name a variety of different transport such as car, boat, bus, train, plane, bike, submarine
History						
Learning experiences throughout the year for nursery	Learning experiences			Outcomes		Vocabulary and extended questioning
	Introduce and play with objects that are from the past. Talk about how children have grown what they can do now compared to when they were younger. Talk about today and reflect upon events of the day. Who did you see today? Who will you see tomorrow? Talk about new things or changes.			Make connections between the features of their family and other families. Notice differences between people.		Knows full name. Talks audibly and intelligibly to self at play, concerning events happening here and now. Continues to imitate phrases (echolalia). Can select pictures of actions in present tense, e.g. ‘which one is eating?’
Preschool Skills throughout the year	Chronological understanding		Historical enquiry	Knowledge and interpretation		Communication
	Retell past events in correct order Use talk to connect ideas, explain what is happening and anticipate what might happen next. Recall and relive past experiences		Question why things happened & give explanations Understand why and how	Develop an understanding of growth, decay and changes over time Bring in photographs, videos, visitor		Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world Share stories about people from the past who have an influence on the present

	Remembers & talks about significant times or events for family & friends Begin to make sense of own life story & family’s history		questions Asks who, what, when & how	Preserve memories of special events e.g. make a book, video, photos Continue to develop positive attitudes about the differences between people.			
Preschool Knowledge throughout the year	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
	I wonder who I am?	I wonder how we celebrate?		I wonder who can help me?	I wonder where my imagination can take me?	I wonder if everything grows?	I wonder what my next adventure will be?
	Can describe special events such as a birthday/ day out/ first day at school by looking at images. To describe what is the same and what is different. Can name their own immediate family. Can talk about how they have changed over time from baby-Toddler-child.	Can talk about the events in the Bonfire Night (Gunpowder Plot) & Christmas story. To describe what we ‘remember’ Talk about different events and ways they celebrate.		Can make predictions about what might happen next. Uses question words of ‘who’, ‘why’, ‘where’ and ‘when’ and ‘how’. Explore the changed Florence Nightingale made to hospitals. Learn about the history of the RNLI. Show interest in different occupations – past and presents.	Sequence events and retell what happened. Can describe a memory linked to photographs and special objects.	Take images of growth and change and sequence events to retell what happens to a plant.	Look at the history of flight with Amelia Earhart and the Wright Brothers. Compare then and now of different types of transport. Can talk about similarities and differences between Nancledra and other countries. Show interest in different occupations – When I grow up?
	COMPUTING & E-Safety						
Nursery	Explore different toys in role play such as telephones, cameras, keyboards. Know not to touch the teacher’s computer without supervision. Can operate a simple CD player by pressing start and stop to play music. Understands that we can search for information on ‘google’ by typing in a word to find out more. Can operate simple games on the iPad and know to open and end a programme.						
Preschool	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Barefoot resource link	Busy Bodies	Super Space	People who help us	Springtime	Summer fun	Boats ahoy	
Preschool Computing	Simple algorithms are created and adapted to form a routine of movements.	Develop pupils computational thinking and problem solving skills. Include creating algorithms to direct a rocket through space and spotting patterns in pictures of aliens.	Explore everyday superheroes, which have been designed to help pupils develop their computational thinking skills.	Explore sequencing whilst planting seeds.	Explore their surroundings and get creative, take a journey and make a map, and discover seaside tangrams	Different uses of boats, floating and sinking predictions, creating a good boat through exploring designs and role play.	
E-Safety (using Project Evolve)	Self-Image and Identity Recognise, online or offline, that anyone can say ‘no’ - ‘please stop’ - ‘I’ll tell’ - ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset. Online Relationships Recognise some ways in which the internet can be used to communicate. Give examples of how I (might) use technology to communicate with people I know.	Online Reputation Identify ways that I can put information on the internet. Managing Online Information Talk about how to use the internet as a way of finding information online. Identify devices I could use to access information on the internet.	Health, Wellbeing and Lifestyle Identify rules that help keep us safe and healthy in and beyond the home when using technology. Give some simple examples of these rules.	Online Bullying Describe ways that some people can be unkind online. Offer examples of how this can make others feel.	Privacy and Security Identify some simple examples of my person information. Describe who would be trustworthy to share this information with. Explain why they are trusted.	Copyright and Ownership Know that work I create belongs to me. I can name my work so that others know it belongs to me.	
Preschool Key vocabulary linked to	History	present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar, castle, king, queen, knight, legend					

NC subjects (including but not limited to)	Geography	polar region, desert, rainforest, jungle, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons
	Science	question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life cycle, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, rough, smooth, season
	Computing	technology, internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume
Ongoing provision throughout the year	CP	Learn and practise new vocabulary, create small world environments, read and draw simple maps, look at books containing images from the past or different cultures/countries, explore the natural world around them, describe what they can see, hear and feel when outside, explore different scientific concepts
	Story and song	Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries
	Visitors and trips	Learning about people and places by visiting and have visitors share their knowledge.
	TastEd Activities included in daily snack time.	TastEd activities provide an opportunity to discuss vegetables and fruits, how they grow and where they come from. Allowing children to understand the natural world around them and observe some similarities and differences between foods.

Expressive Art						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Term 1 I wonder who I am?	Term 2 I wonder how we celebrate?	Term 3 I wonder who can help me?	Term 4 I wonder where my imagination can take me?	Term 5 I wonder if everything grows?	Term 6 I wonder what my next adventure will be?
Educational programme <i>(From DFE Help for early years providers)</i>	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.					
ELG (End of Reception)	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.			
Our curriculum goal	- Imaginative artists who are able to creatively express themselves and share their talents and creations with an audience					
Design and Technology						
Learning experiences and opportunities nursery	Learning experiences and opportunities Make and explore dough squeezing, patting, stretching and rolling it. Use a range of chunky construction kits to make simple models. Express ideas using construction toys. Explore, manipulate and play imaginatively with different materials using all of the senses. Self-serve snack and follow hygiene measures with hand washing.			Development Matters 0 – 3 years - Explore different materials, using all their senses to investigate them. - Manipulate and play with different materials. - Use their imagination as they consider what they can do with different materials. - Make simple models which express their ideas.		
Preschool	Designing	Making	Evaluating	Technical skills	Food	Vocab – to be used and developed throughout the year
Skills throughout the year.	Develop own ideas & decide which materials to use to express them	Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces Use available resources to create props or creates imaginary ones to support play	Notice what other children & adults do, mirroring what is observed, adding variations & then doing it spontaneously	Develop new skills & techniques Use tools for a purpose	Talk about the differences between materials & changes they notice Make healthy choices	Like/ dislike Use, cut, snip, press, fold, join, fix, glue, stick, bumpy, smooth, shiny, hard, soft, rough, fruit, vegetables, healthy, unhealthy, different.
Term specific Knowledge	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Structures: Junk Modelling - Explore various types of permanent and temporary join. - Investigate cutting different materials. - Learn how to plan and select correct resources needed to make a model. - Share finished model and talk about the processes in its creation.	Mechanisms: Christmas Cards Create a simple sliding mechanism. Woodwork: Wooden slice Christmas decoration.	Structures: Boats - Understand what waterproof means and to test materials. - To test and make predictions for which materials sink or float. - To compare uses of boats. - Investigate shape and structure of boats. - Design and create a boat.	Textiles: Bookmarks - To develop threading and weaving skills - To practise and apply weaving skills to a specific material e.g. paper, hessian, wool - To use skills to design and create a product (bookmark). To reflect on how they have achieved their aims	Woodwork: Make a basic model aeroplane, car or helicopter. - Sawing wood to correct size, - Securely fixing pieces - Understanding how to make moving parts.	Textiles: Bunting - Cut the bunting shape with pinking shears. - Learn about and select colours for the tie dye process. - Attach their flag using a sewing machine.

Food and Nutrition for Nursery and Preschool	Fruit faces	Pumpkin Cake & Roasted Seeds	Vegetable chilli	Quinoa bites	Plants	Elderflower cordial
	Pitta pizzas	Crumpets and Marshmallows on the Fire	Hawaiian banana bread	Eggy Bread	Cheese biscuits	Fruit popsicles
	Roasted vegetables		Wild garlic pesto	Gingerbread Men	Butter	Potato Wedges
	Gingerbread men	Tablespoon biscuit (character decoration)	Vegetables and dip	Gorse flower ice cream	Seeded bread	Making fruit juices
	Blackberry crumble	Fruit Kebabs	Popcorn on Fire	Cornish Pasties	Honey biscuits	Baba Ghanoush
	Jacket potatoes	Bread	Nettle soup	Salmon Fishcakes – Irish recipe	Rainbow frittatas	Graduation cakes
	Autumn Soup	Christmas rice crispy puddings.			N/A Arts Week	
TastEd Activities included in daily snack time.	Sensory food education can even provide space for being imaginative and expressive , a strawberry can become a space rocket whilst two grapes are put together to make a snowman.					
ART						
Learning experiences and opportunities for nursery	Drawing and Painting	Printing		3D experiences		Collage
	Introduce tools for mark making inside and outside of the setting and on a large scale, felt pens, crayons, chalks, paint brushes with paint and water. Using hands and feet to mark make/paint. Notice patterns with a strong contrast and start to make intentional marks – sometimes giving meaning to them.	Printing with hands, feet and cut vegetables or natural objects: leaves, cones etc. Explore paint using my fingers and hands. Explore the marks made by rolling objects in paint such as marbles and small world cars.		Plasticine, play dough, clay, adult supervised tearing, folding and glueing		Various materials for collage, textured papers, scrap paper etc and use different senses to explore the texture
Preschool Skills throughout the year.	Drawing	Painting		Texture and Collage		Exploration
	- Create closed shapes with continuous lines, & begin to use these shapes to represent objects - Begin to use a variety of drawing tools - Draw with increasing complexity & detail, such as representing a face with a circle & including details - Show different emotions in their drawings - Explore colour & colour mixing	- Explore different materials freely, in order to develop ideas about how to use them & what to make. - Join different materials & explore different textures. - Handling, feeling, enjoying and manipulating materials - Use variety of construction materials		- Join different materials & explore different textures - Develop own ideas & decide which materials to use to express them		- Notice what other children & adults do, mirroring what is observed. - Practise artist’s techniques - Discuss likes & dislikes about artwork
Term specific Artists	I wonder who I am?	I wonder how we celebrate?	I wonder who can help me?	I wonder where my imagination can take me?	I wonder if everything grows?	I wonder what my next adventure will be?
	Kandinsky	Van Gogh	Monet	Matisse	Georgia O’Keefe	Rousseau - Jungle
	Mondrian	Da Vinci	Rene Magritte	Praed	Goldsworthy	Jjagwe – Jungle Animals
	Frida Kahlo – Face	Hilma Klint	Salvador Dali	Seurat	Klimt	Gu kaizhe – Silk painting
		Paul Klee	Lorna Simpson	Lichtenstein	JMW Turner	
	Basquiat – Graffiti American	Saul Steinberg - Romanian	Warhol	Hepworth		
			Jackson Kirisa – Face			

MUSIC								
	Nursery Rhymes / Singing		Movement and Dance		Rhythm and Pulse		Pitch and Tone	
Learning experiences and opportunities for nursery	- Group sessions, encouraging children to join in singing favourite songs. - Repeating familiar songs. - Use Makaton alongside songs to encourage participation and understanding.		- Teach actions to songs, provide opportunities to express themselves through music and dance. - Explore movement in time to music		- Rhythm & Pulse: Create and explore sounds and how they can be changed by banging, shaking, tapping instruments. - Repeat familiar songs and teach different ways to change sounds (loud, soft, slow and fast)		- Explore how instruments and voices can sound and be changed. - Repeat familiar songs and teach different ways to change sounds (high and low)	
Preschool Skills & Knowledge	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
	Sing simple songs from memory with actions.							
	<u>Rhythm and Pulse</u>	<u>Pitch</u>	<u>Instrumental</u>	<u>Singing Games</u>	<u>Finlandia - Sibelius</u>	<u>Musical performance based on Traditional Tale</u>		
	Chant a simple rhyme.	Pitch matches, i.e. reproduces with his or her voice the pitch of a tone sung by another.	Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, e.g. playing quietly with quiet parts within music, stopping with the music when it stops.	Be a leader and to make up actions to a song.	Listen to a new piece of music	Moves in time to the pulse of the music being listened to and physically responds to changes in the music, e.g. jumps in response to loud/sudden changes in the music.		
	Play instruments to a steady beat.			Experiment performing songs and music together with body movements to a steady beat.	Explore loud and quiet sounds	Express feelings in music by responding to different moods in a musical score.		
	Play to the words of a given rhyme on un-tuned percussion instruments.	Begin starting and finishing at the same time when singing.	Use words to describe instrumental sounds.	May enjoy performing, solo and or in groups.	Made sounds on their body	Thinks abstractly about music and expresses this physically or verbally e.g. "This music sounds like floating on a boat." "This music sounds like dinosaurs.		
	Creates rhythms using instruments and body percussion with a partner.	Sing familiar songs from memory.	Recall short 4 beat rhythm patterns.	Experiment performing songs and music together with body movements to a steady beat.	Make a graphic score, and new pieces of music	Associates genres of music with characters and stories.		
	Follow symbols to know when/what to play.	Able to sing the melodic shape (moving melody, e.g. up and down, down & up) of familiar songs..	Improvise melodic patterns on xylophones.		Sing in different languages	Accurately anticipates changes in music, eg when music is going to get faster, louder, slower.		
			Understand how to hold and play an instrument with care.		Hear music from another country	Choose an instrument to create a specific sound.		
			Explore the different sounds instruments make.		Move to a pulse	Distinguishes and describes changes in music and compares pieces of music, eg "this music started fast and then became slow." "This music had lots of instruments but this music only had voices." "This music was spiky and this music was smooth."		
Activities to share with families	Nursery Rhyme Performance	Christmas Fayre	Poetry Performance for Families	Nursery Rhyme Performance for families	Poetry Performance for families	End of Preschool Traditional Tale Performance		
				Art Week gallery event – parents could buy framed paintings from their children or DT designed sculpture etc				
Ongoing provision throughout the year	CP	Learn and practise new vocabulary, sing, dance, make music and perform on their own and in a group, practise and use a range of artistic techniques and skills, use a range of tools, create collaboratively, develop storylines in pretend play, use imagination, role-play						
	Song/Story time	Sing a range of songs/nursery rhymes, understand the structure of stories						
	Scribble club	Develop drawing skills, use imagination, develop storylines						
Key vocabulary linked to NC subjects (including but not limited to)	Music	song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style						
	Art	paint, draw, mark-make, lines, circles, shapes, colour, mix, texture,, sculpt, shape, print, pattern, artist,						
	DT	appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe						