THIS IS HOW WE SEQUENCE LEARNING WITHIN OUR CURRICULUM

At Northfleet Nursery School, we provide a **warm, nurturing and stimulating environment where children thrive**. Our indoor and outdoor spaces offer **rich, meaningful experiences that promote curiosity, independence and active learning**. Using the **HighScope** approach, practitioners skilfully tune into children's play, intervening at the right moment to **extend thinking and deepen learning.**

We recognise every child as unique. Children develop at different rates, have varied interests and learn in different ways. **Inclusion is not an afterthought—it is at the forefront of our curriculum design and at the heart of everything we do. By getting it right for our most vulnerable children, we get it right for all children.** Our curriculum reflects this commitment through flexible planning, hands-on experiences and a strong focus on **communication and language across all seven areas of learning**.

Metacognition also plays an important role in our approach: we support children to **think about their own thinking**, talk about their ideas, **reflect on their choices and recognise the strategies they use during play**. These early metacognitive skills help children become **confident, independent learners who understand how they learn best.**

How the Curriculum Is Sequenced in the Long Term

The curriculum sets out everything we want children to learn and is ambitious, carefully sequenced and developmentally appropriate.

- Learning begins with the child—their home, family and interests—before widening to the local community, the wider world and the natural environment.
- We use the EYFS Framework and Development Matters to shape expectations, aligned with our eight aspirations for clear progression.
- Key objectives are broken into termly milestones and mapped across all seven areas to ensure breadth and balance.
- Each topic is anchored by core texts. Weekly planning centres on a 'book of the week', with cross-curricular activities that build on prior learning.
- Small-group sessions follow a consistent structure: revisiting previous learning, sharing the objective, modelling, guided practice and a plenary.
- Child-initiated learning allows children to revisit and embed concepts. Provision is intentionally enhanced to reflect current and previous themes.

• Assessment focuses on noticing what children know and can do. It is purposeful, not data-heavy, and helps identify children who may need additional support.

Wider Experiences

• Parents share information through the 'All About Me' form, show-and-tell and ongoing conversations, helping us personalise learning.
• Children explore the community through visits to places such as the Gurdwara, library, local amenities.
• Visitors—including key workers, faith leaders and local professionals—help build cultural capital and broaden understanding.

Impact:

- Children and staff will feel safe and be kept safe.

How do we support Wellbeing, mental health and involvement

Children's wellbeing is central to our practice. Through HighScope's active participatory learning, children build strong relationships with key workers and peers.

We support wellbeing through:

• Regular monitoring using the Leuven Scales
•A carefully planned enabling environment
• Conflict resolution and shared rights/responsibilities
• Growth mindset and emotional self-regulation
• Physical activity, yoga and opportunities for choice
• A supportive settling-in process
• Strong partnerships with parents
• Warm, consistent interactions from skilled practitioners

Impact:

- Children will be happy and their wellbeing will be high. They will develop a 'love for learning' and believe in themselves and their abilities leading to independent, resilient, self-assured individuals.

How do we promote British Values

Spiritual, moral, social and cultural development is woven throughout our curriculum. We celebrate a wide range of festivals and reflect the diverse cultures within our community.

How will this be achieved?

- Small group activities
- Story bear (home-link bear)
- Sharing family photo's
- Parent workshops, Diwali, Christmas
- Visitors to share their stories, occupation, clothes e.g. Father from the local church, parents, emergency key workers, shop keepers
- Multi-cultural resources and books
- Different events; Black History Month
- Conflict resolution
- Story time
- Daily routine
- Language of the term
- International lunch
- 'Show and tell' session

Impact:

- Children will begin to develop mutual respect and tolerance of others. They will learn about the multi-cultural and multi-faith community they live in.

How we observe and Assess Progress of children

Assessment at Northfleet Nursery is about noticing what children know, understand and can do. It is purposeful, not paperwork-heavy. Our ongoing assessment cycle helps us track progress, plan next steps and identify children who may need additional support. We share information regularly with parents through discussions, written reports, Sonar Tracker and Learning Journals.

Effective assessment relies on practitioners' strong understanding of child development and clear expectations for learning. It should be meaningful, accurate and never take staff away from children for long periods. Alongside this, we actively promote metacognition—helping children to think about their own thinking. Through modelling, questioning and reflective conversations, practitioners support children to notice what helps them learn, talk about their ideas and recognise the strategies they use during play. This early metacognitive awareness strengthens independence, problem-solving and resilience.

How will this be achieved?
Daily observations help practitioners understand each child's strengths, needs and interests. We observe children in play, listen to their ideas and use this information to plan next steps. Formative assessment-Throughout the term the **on-going assessment** made on a daily basis by the Key Worker helps to make decisions about what the child has learned or can do already so as to help the child move on in their learning. This information is captured in many different ways;

- Small group anecdotal notes on observation sheets
- Work Time notes on stickers
- Planning and recall books
- Learning Journal observations
- Helicopter Stories
- Daily staff reflective meeting

Summative Assessment (End of Term)

At the end of each term, we record a snapshot of each child's development on Sonar Tracker using Development Matters. This helps us check progress against age-related expectations and identify children who may need additional support.

Pupil Progress Meetings follow, enabling us to review class profiles, discuss individual needs and ensure early identification so no child is left behind.

Supporting Vulnerable Groups

High-quality early years provision has a significant impact on outcomes for disadvantaged groups, including children with SEN, EAL, EYPP and other vulnerable learners. We value every child's individuality and work closely with families and external agencies to provide timely support and interventions.

Support may include:

How will this be achieved?

- Small group activities
- Planning recall
- Carefully planned and accessible indoor and outdoor resources
- Intervention sessions
- Emotion Coaching
- Art Of Brilliance
- Highscope conflict resolution
- Beanstalk 'reading' program'
- Yoga
- Mindfulness
- Language of the month
- Sensory opportunities
- 'Bucket time'
- Intensive interaction
- Sentence strip and using a 'Now and Next' board

Impact:

- Children will receive personalised education and make progress in their learning

Term	Assessment Cycle
Term 1	Meet with parents to share Learning Journal Observations and Baseline Targets
Term 2	Send home Learning Journal Observations and new targets
Term 3	Send home Learning Journal Observations
Term 4	Meet with parents to share Learning Journal Observations and Targets
Term 5	Send home Learning Journal Observations
Term 6	Meet with parents to share Learning Journal Observations and Targets

How We Evaluate the Curriculum and Learning

Weekly planning meetings allow us to review lessons and address gaps quickly.

• Misconceptions are corrected promptly to secure understanding.

• When assessments show children need more consolidation—such as number in the autumn term—we revisit and strengthen learning later in the year.

• In Read Write Inc., strong listening and attention skills are prioritised to support phonological awareness and early reading.

• Through HighScope and our daily routine, children have frequent opportunities to listen, respond and engage with adults and peers.

How do we promote Safeguarding

Safeguarding is a shared responsibility. Everyone connected to the school plays a role in keeping children safe.

How will this be achieved?

- All staff have regular safeguarding training supervision sessions
- All staff follow agreed procedures when any concerns arise
- School, parents and outside agencies working together
- Opportunities for children to talk openly and be listened to
- Key Workers
- CCTV
- Attendance and punctuality check for all
- Clean safe school environment inside and outside
- Safety risk assessments completed by staff and outside agencies e.g. play equipment, water, alarm, fire
- Password systems
- Safer recruitment procedures
- Reflective Meetings
- Planning Meetings
- Monitoring

Partnership with parents

• It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.
• This includes listening regularly to parents and giving parents clear information about their children's progress.
• The help that parents give their children at home has a very significant impact on their learning.
• Some children get much less support for their learning at home than others.
By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.
• It is important to encourage all parents to chat, play and read with their children.

Curriculum

Our curriculum is designed to promote sequential progression within our two year cycle building upon children's prior knowledge and experiences. It is broad and balanced and we embed the core skills, knowledge and understanding within the 7 areas of learning using HighScope as a vehicle to deliver the Early Years Foundation Stage Curriculum. Through the use of the HighScope teaching sequence children are encouraged to talk, use vocabulary throughout, build on their oracy skills using the plan, do and review lesson sequence to support their learning.
Outcomes in all areas of the EYFS curriculum demonstrate age appropriate opportunities to make links between prior and new learning.

EYFS Topic Themes						
	Autumn 1	**Autumn 2**	**Spring 3**	**Spring 4**	**Summer 5**	**Summer 6**
Theme	**All about me**		**My Interests and the community**		**Understanding of the World**	
Year 1	Houses & Homes	Festivals	Toys	People who help us	New life & Growing	Transport and Journeys
Year 2	All about me	Celebrations	Superheroes	Food and shopping	Weather	Animals

How We Ensure Parity Across the Curriculum for Younger and Older Children

At Northfleet Nursery School, parity within our curriculum means that **every child—regardless of age, starting point or stage of development—has equal access to high-quality learning, high expectations and meaningful opportunities to make progress**. While children's experiences are developmentally appropriate, the **ambition of the curriculum remains consistent** for all.

We achieve parity by ensuring that learning is **sequenced, inclusive and responsive**, enabling both younger and older children to engage with the same curriculum intent at different depths and levels of complexity.

How This Is Achieved

A Shared Curriculum Intent

- All children access the same core curriculum themes, aspirations and experiences across our two-year cycle.
- Learning objectives are drawn from the same long-term plan, ensuring coherence and continuity while allowing for differentiation in delivery, expectations and outcomes.

Developmentally Responsive Sequencing

- Curriculum progression is carefully broken down so that:
- Younger children are supported to explore concepts through sensory play, first-hand experiences and language-rich interactions.
- Older children revisit these same concepts with increasing challenge, complexity, language and independence.
- This ensures children build knowledge cumulatively rather than encountering disconnected learning.

Flexible Pedagogy Through HighScope

- The HighScope plan-do-review approach allows children of all ages to participate meaningfully:
- Younger children communicate plans through gestures, visuals or early language.
- Older children articulate intentions, reflect verbally and evaluate outcomes.
- Adult interaction is precisely tuned to the child's developmental stage while maintaining a shared learning focus.

Consistent Teaching Sequences, Differentiated Outcomes

- Small-group sessions follow the same structure for all children—revisit, model, guided practice and plenary—ensuring parity of experience.
- Expectations for engagement, vocabulary, thinking and independence increase appropriately for older children.

Intentional Use of Environment

- The indoor and outdoor learning environments are carefully organised so that:
- All children access the same areas and resources.
- Enhancements are open-ended, allowing children to engage at their own developmental level.
- Resources are adapted rather than restricted, promoting inclusion rather than separation.

Language and Communication as a Universal Priority

- A strong focus on communication and language ensures parity, particularly for younger children, EAL learners and those with additional needs.
- Practitioners model, extend and scaffold language consistently, ensuring older children are challenged to use more complex vocabulary, explanations and reasoning.

Assessment That Values Progress, Not Just Age

- Assessment focuses on what children know and can do from their starting points.
- Progress is tracked across time, ensuring younger children are not limited by age expectations and older children are not capped by assumed competence.
- This ensures that all children are moved on in their learning appropriately and ambitiously.

Inclusive Practice for All Learners

- By planning first for our most vulnerable children, including those with SEND, EAL or in receipt of EYPP, we ensure the curriculum is accessible for all.
- Strategies such as visual supports, sensory opportunities and targeted interventions enhance parity rather than lowering expectations.

Impact

- Children experience a **coherent, ambitious and inclusive curriculum** regardless of age.
- Younger children develop strong foundations, confidence and engagement.
- Older children deepen understanding, extend language and apply learning independently.
- All children make meaningful progress from their starting points and are well prepared for the next stage of their learning.

WHAT DOES OUR PROGRESSION IN SKILLS LOOK LIKE FOR OUR 7 AREAS OF THE EYFS CURRICULUM

COMMUNICATION AND LANGUAGE- Progression in skills

2 – 4 Year Olds Communication and Language:

• Enjoy listening to longer stories and can remember much of what happens.
• Pay attention to more than one thing at a time, which can be difficult.
• Use a wider range of vocabulary.
• Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
• Sing a large repertoire of songs.
• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
• Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
• Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
• Use longer sentences of four to six words.
• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
• Start a conversation with an adult or a friend and continue it for many turns.
• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Communication and Language-Our expectations:

- Children will listen with attention and respond to what they hear
- Children will communicate their needs and wants
- Children will express their ideas and feelings

How will this be achieved?

- Daily story time
- Using 'sentence strip'
- Makaton
- Book area
- Helicopter Stories
- Story bear
- Poetry basket

- Planning and recall time
- Learning and reciting core songs and nursery rhymes

Impact:

- Children will become effective and confident communicators

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	House home	Festivals/celebrations	Toys	People who help us	New life and Growing	Transport and Journeys
EYFS Aspiration	Self and identity Embrace cultures and traditions Problem solving Love reading and books Lifelong learner					
Progression in skills	Begin to Listen Begin to understand familiar words Begin to repeat familiar words	Begin to listen and pay attention Follow simple instructions Children listen and participate in helicopter stories Begin to communicate needs and wants	Show awareness as a listener Follow two part instructions Begin to understand simple questions Children begin to tell their own helicopter story	Listen and show awareness of others Begin to understand who, what, where, how in simple questions Begin to repeat story vocabulary that children have learnt through T4W	Listen and take turns to speak Show understanding of who, what, where, how in simple questions Use some interesting vocabulary Children initiate a conversation with an adult or their peers	Listen and pay attention for a sustained period Understanding who, what, where, how,why in questions Use an increasing range of vocabulary Speak in sentences
SEN/INCLUSION	Begin to show awareness of sounds	Show awareness of familiar sounds and words	Recognise familiar words and phrases	Begin to Listen	Begin to listen and pay attention some of the time	Listen and pay attention some of the time

	Begin to make a choice Begin to gesture or point	Make a choice between two objects Gesture or point to what they want using communication boards	Make simple choices Begin to communicate needs and wants using single words	Begin to understand familiar words Begin to repeat some familiar words	Follow simple instructions with adult support Begin to listen and participate in helicopter stories Beginning to use familiar phrases	Follow simple instructions Listen and participate in helicopter stories Beginning to use familiar short sentences
Intended ELG	**Listening, Attention and understanding** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **Speaking** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
Additional Learning Considerations	The above is an outline and progress will not be the same for each child. Those with EAL or communication needs may not be able to express their ideas or understanding as easily. Using images and modelling of language key words and language alongside Makaton is key. Confidence to speak in English or in groups for some learners takes time to develop. Staff assist children to develop their language skills via offering sentence strip choice boards and 'adding on one' (word) e.g "car" "yes…blue car."					
Core Texts	Three Little Pigs Peace at last	Fire Safety-Non Fiction Harry and the Robots The Gruffalo	Kippers Lost Teddy Just Like Jasper	Munching Mark(T4W) Healthy	Jaspers Beanstalk Jack and the Bean stalk	Aliens Love Underpants Little Red Riding Hood

	Kipper At School Diwali Story So much	The Guffalo's Child Stick Man	Titch The Monster Pet	lifestyle/People who help us You be Mummy Cinderella Easter Story	The Hungry Caterpillar(T4W)	The Journey School- Non-Fiction (School Transition)
Celebration Songs	Harvest Song	Christmas Songs	International songs	Easter Songs Mothers Day Song	Fathers Day Songs	Graduation songs
Link to British Values	Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance of different faiths and beliefs are promoted through small group activities and embedded within the daily routine. These foster a safe and inclusive school community where values are actively promoted through daily activities such as decision making, sharing and fostering respect for diverse backgrounds.					
Celebrations/Seasonal events/Cultural Capital	Harvest Father Gordan visiting school Diwali Black History-Month-Dancing Queen Forest School	Christmas Cards and biscuits to Wombwell Hall Care Home Christmas Fair Christmas Nativity Forest School	Mental Health Awareness Week International Snack share Forest School	Ramadan/Eid World Book Day Mother's day Easter Forest School	Bring a man to school day Sports Day Forest School	Summer Fair Graduation Umbrella theatre Company Forest School
Charity Events	Hive Food Bank	Homeless Charity – Street Angels Church Fundraising	Number Day-NSPCC	Sponsored Read	Sports Sponsored Laps	Gravesham Food Bank

PHYSICAL DEVELOPMENT- Progression in skills
2 – 4 Year Olds Physical Development: • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. **Physical development-Our expectations:**

- Children will use gross motor skills to move safely and confidently
- Children will use fine motor skills to improve control and precision

How will this be achieved?

- HighScope Conflict Resolution
- Daily routine
- Learning 'life skills'
- Growth mindset
- Healthy eating
- Oral health
- Resources and environment labelled and accessible
- Using sand timers to support turn taking
- Working with families to teach and practise basic hygiene and personal needs

Impact:

- Children will manage most of their personal needs independently and learn to
- co-operate and resolve conflicts.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	All about me	Festivals/celebrations	Superhero's	Food and shopping	Weather	Animals
EYFS Aspiration	Identity and belonging	Culture and Community	Helping and Heros	Healthy Living and Everyday life	Nature and Change	Living Things and Care
Progression in skills	**Gross Motor** Begins to show awareness of large whole body movements - Yoga	**Gross Motor** Begins to explore large whole body movements -Write Dance, Climbing Frame, bikes, scooters	**Gross Motor** Developing large whole body movements – Playdough, Parachute, Holding Band,	**Gross Motor** Shows increasing control & coordination of large whole body movement	**Gross Motor** Controlled large whole body movements, showing awareness of space -	**Gross Motor** Able to use large whole body movements accurately and confidently –

	Fine Motor Grasps & explores objects using two hands – playdough, sand, water	**Fine Motor** Beginning to move from whole hand grasp to finger control – using playdough with tools e.g. rolling pin, chunky crayons	Scarf Throw, Basket balls **Fine Motor** Developing finger control movements – Funky Finger, small construction toys	– Continue gross motor activities **Fine Motor** Shows increasing control using fine motor movements – Funky Fingers, pens	Continue gross motor activities **Fine Motor** Refining grip and improving control of tools – Funky Fingers, pens, scissors	Balance, hop, jump, climb **Fine Motor** Shows control and accuracy when undertaking fine motor activities – using pincer grip
Intended ELG	**Gross Motor Skills** Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **Fine Motor Skills** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.					
SEN/INCLUSION	**Gross Motor** Begins to show awareness of large whole body movements – Watches others move Yoga, Sensory Circuit	**Gross Motor** Begins to explore large whole body movements - Accepts adult support to move Write Dance, Sensory Circuit, bikes, scooters **Fine Motor**	**Gross Motor** Developing large whole body movements – Beginning to anticipate routine with adult modelling Sensory Circuit, Playdough,	**Gross Motor** Shows increasing control & coordination of large whole body movement – Responding to visual, verbal physical support	**Gross Motor** Controlled large whole body movements with increased confidence and independence - Continue gross motor activities **Fine Motor**	**Gross Motor** Able to use large whole body movements and sustains at activity for longer whilst showing pride

	Fine Motor Grasps & explores objects using two hands, adult modelling - playdough, sand, water	Beginning to move from whole hand grasp to finger control – with adult hand over hand guidance	Parachute, Holding Band, Scarf Throw, Basket balls **Fine Motor** Attempts to use finger and thumb together, with adult hand over hand guidance – Funky Finger, small construction toys, puzzles	from an adult Continue sensory circuit and gross motor activities **Fine Motor** Beginning to show increasing control using fine motor movements, with some adult hand over hand guidance – Funky Fingers, small construction toys	Shows increasing grip and independence when controlling tools, may require some adult support – Funky Fingers, pens	in achievement– Balance, hop, jump, climb **Fine Motor** Shows improved control and stability when undertaking fine motor activities – Funky Fingers, adapted scissors, pens
Additional Learning Considerations	*Small steps, focussing on one skill at a time *Repetition and practise required to build confidence *Adapting resources to meet individual needs					
Link to British Values	Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance of different faiths and beliefs are promoted through small group activities and embedded within the daily routine. These foster a safe and inclusive school community where values are actively promoted through daily activities such as decision making, sharing and fostering respect for diverse backgrounds.					
Celebrations/Seasonal events	Harvest Diwali Black History Month	Christmas Cards to Wombwell Hall Care Home Christmas Fair Christmas Nativity	Mental Health Awareness Week International Snack share	Ramadan/Eid World Book Day Mother's day Easter	Bring a man to school day Sports Day	Summer Fair Graduation Umbrella theatre Company

PSED- Progression in skills

2 – 4 Year Olds Personal, Social and Emotional Development:

• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
• Develop their sense of responsibility and membership of a community
• Become more outgoing with unfamiliar people, in the safe context of their setting.
• Show more confidence in new social situations.
• Play with one or more other children, extending and elaborating play ideas.
• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
• Increasingly follow rules, understanding why they are important.
• Remember rules without needing an adult to remind them.
• Develop appropriate ways of being assertive.
• Talk with others to solve conflicts.
• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
• Understand gradually how others might be feeling.
• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
• Make healthy choices about food, drink, activity and toothbrushing.

Personal, social and emotional development-Our expectations:

- Children will control their behaviour and begin to resolve problems
- Children will be confident to try new activities and show independence
- Children will manage their own basic hygiene and personal needs
- Children will play cooperatively with others and take turns

How will this be achieved?

- HighScope Conflict Resolution
- Daily routine
- Learning 'life skills'
- Growth mindset

- Healthy eating
- Oral health
- Resources and environment labelled and accessible
- Using sand timers to support turn taking
- Working with families to teach and practise basic hygiene and personal needs

Impact:

- Children will manage most of their personal needs independently and learn to co-operate and resolve conflicts.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	All about me	Festivals/celebrations	Superhero's	Food and shopping	Weather	Animals
EYFS Aspiration	Identity and belonging	Culture and Community	Helping and Heros	Healthy Living and Everyday life	Nature and Change	Living Things and Care
Progression in skills	**Self-Regulation** Begins to express basic emotions. **Managing Self** Needs adult support for toileting and dressing. **Building Relationships** Is beginning to play alongside others, may struggle with sharing.	**Self-Regulation** Begin to name some feelings using the feeling wall. **Managing Self** Starts to attempt to put on coat/shoes and use the toilet. **Building Relationships** Is beginning to engage in simple back-and-forth play and is beginning to share with reminders.	**Self-Regulation** With support be able to talk about feelings and know there are different ways to help them regulate emotions. **Managing Self** Dresses with little help and manages toileting mostly independently.	**Self-Regulation** With support to talk about feelings and why they occur and choose a strategy to help regulate emotions. **Managing Self** Beginning to demonstrate perseverance and continuing to manage self-care.	**Self-Regulation** To independently use words to express what emotion they are feeling**.** **Managing Self** Is mostly able to manage personal needs independently and is beginning to show resilience when	**Self-Regulation** To understand and talk about what emotion they are experiencing and use strategies to learnt to begin to self-regulate. **Managing Self** Is able to Independently manage personal needs and

			Building Relationships Is beginning to form simple friendships and seek out peers for play.	**Building Relationships** Is beginning to sustain play for longer periods of time with peers, is beginning to show empathy towards others.	faced with a challenge. **Building Relationships** Is taking turns independently and negotiating roles in pretend play. Is continuing to develop empathy towards others.	demonstrates resilience when faced with a challenge. **Building Relationships** Has formed positive relationships with adults and children. Can cooperate in small group play. Shows emerging understanding and empathy towards others.
	Adult Led	**Adult Led**	**Growing Independence**	**Growing Independence**	**Confident Participation**	**Confident Participation**
SEN/INCLUSION	**Self-Regulation** Begins to express basic emotions. *Routine board, communication boards, Makaton signs,*	**Self-Regulation** Begin to point to feelings using the feeling wall when asked how they are feeling. **Managing Self**	**Self-Regulation** Use the feelings chart so they can point to what strategy they want to use to help them regulate	**Self-Regulation** Use emotion situation cards to express occasions when they may experience these emotions.	**Self-Regulation** To repeat some relevant words that have been modelled by an adult. **Managing Self**	**Self-Regulation** To use the board to choose their preferred method to regulate their emotions.

	Feelings Board, so children can communicate wants and needs. **Managing Self** Needs adult support for toileting and dressing*. Has personal toileting plan, toilet stickers, name in toilet folder.* **Building Relationships** Is beginning to play alongside others, may struggle with sharing. *Adult support, intervention groups focus on turn taking, sand timers.*	Given reminders and encouragement to start attempting to put on coat/shoes and use the toilet. **Building Relationships** Adult support to help engage in simple back-and-forth play give reminders about sharing.	**Managing Self** Given reminders and encouragement to start attempting to put on coat/shoes and use the toilet. **Building Relationships** Is encouraged at planning time to choose a friend to play with at worktime.	**Managing Self** Is continuing to manage some personal needs with support. With support is encouraged to attempt a new activity. **Building Relationships** Is beginning to sustain play for longer periods of time and with adult support is asked to think about what the other children maybe feeling.	Is continuing to manage some personal needs with support and is beginning to show some perseverance when faced with a challenge. **Building Relationships** Is beginning to take turns with peers, repeat modelled language that matches their play. Begin to develop some empathy towards others.	**Managing Self** Is beginning to attempt to manage some personal needs independently and is beginning to show some resilience when faced with a challenge. **Building Relationships** Beginning to form simple relationships with adults and other children. Is beginning to cooperate in small group play. Shows some understanding and empathy towards others.

Intended ELG	**Self-Regulation** Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **Managing Self** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance **Building Relationships** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.					
Additional Learning conditions	The above is an outline and progress will not be the same for each child. Children will all have different starting points and experiences when dealing with their feelings and emotions.					
Link to British Values	Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance of different faiths and beliefs are promoted through small group activities and embedded within the daily routine. These foster a safe and inclusive school community where values are actively promoted through daily activities such as decision making, sharing and fostering respect for diverse backgrounds.					
Celebrations/Seasonal events	Harvest Diwali Black History Month	Christmas Cards to Wombwell Hall Care Home Christmas Fair Christmas Nativity	Mental Health Awareness Week International Snack share	Ramadan/Eid World Book Day Mother's day Easter	Bring a man to school day Sports Day	Summer Fair Graduation Umbrella theatre Company
Charity Events	Hive Food Bank	Homeless Charity – Street Angels	Number Day- NSPCC			

LITERACY- Progression in skills

2– 4 Year Olds Literacy:

•Understand the five key concepts about print: -print has meaning -the names of the different parts of a book -print can have different purposes -page sequencing -we read English text from left to right and from top to bottom

•Develop their phonological awareness, so that they can:-spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound, such as money and mother

•Engage in extended conversations about stories, learning new vocabulary.

•Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

•Write some or all of their name.

•Write some letters accurately.

Literacy-Our expectations:

- Children will retell stories showing some understanding of key events and characters
- Children will practise recently introduced vocabulary
- Children will identify some letters and link it to sounds
- Children will make marks that sometimes represent letters

How will this be achieved?

- Small group time-introduce new vocabulary
- Literacy time
- Story bear
- Poetry basket
- Helicopter stories
- Library session
- Gravesend library
- Beanstalk reading volunteers
- Sound bag
- Read Write Inc.
- Daily Story time sessions
- Learning and reciting core songs and nursery rhymes (see Communication and Language – Our expectations)
- Reading and revisiting a variety of stories including the term's core texts and traditional stories tales.

Impact: • Children will develop a love for reading and ascribe meaning to marks made						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	All about me	Festivals/celebrations	Superhero's	Food and shopping	Weather	Animals
EYFS Aspiration	Identity and belonging	Culture and Community	Helping and Heros	Healthy Living and Everyday life	Nature and Change	Living Things and Care
Progression in skills	**Comprehension** Begins to notice pictures in books. **Word Reading** Is able to attune into familiar environmental sounds	**Comprehension** Enjoys sharing a story with an adult. Starts to Listen to short stories with encouragement. **Word Reading** Discriminate between different environmental and instrumental sounds. Listen and join in with simple rhythms and rhymes. **Writing** Can follow directed gross motor	**Comprehension** Able to sit and listen to a short story. Beginning to repeat words or familiar short phrases from favourite stories. **Word Reading** Start to identify rhyming words when heard. Beginning to show an awareness that print has a meaning. Recognise familiar words	**Comprehension** Will independently select books that they want to look at or explore (book votes.) Beginning to recall words and repetitive refrains from familiar stories. Beginning to name favourite characters and remembering key events in a familiar story. They start to put forward	**Comprehension** Can recall words and repetitive refrains from familiar stories. Shows understanding of some of the story characters and starts to retell parts of a story – via T4W sessions & visuals. Will guess what may happen next.	**Comprehension** Able to identify characters from stories and speak about events in more detail. Starting to use story language when telling their own helicopter stories. Can confidently predict events in stories read to them.

	Writing Is able to mark make freely	movements via Write dance and air writing activities and own large movements that they can assign meanings to these. (e.g stomping like a dinosaur)	and print including their own names (via self - registration) and familiar logos/ brands. Beginning to recall some sounds learnt in RWI – phonics lessons (m,a,s,d,t) **Writing** Beginning to talk about the marks they make. Showing an awareness of print and may attempt to trace or make 'marks' to represent sounds taught.	their own ideas on what may happen next. **Word Reading** Beginning to attune to & recognise alliteration and words that start with the same sound. Starting to notice sounds learnt and recapped within their environments (m,a,s,d,t) Shows an awareness that text is read from left to right. **Writing** Drawings begin to show more detail e.g faces with eyes,	**Word Reading** Independently identify sounds they recognise within their environments e.g displays and ascribe meanings to what words or signs may see. More confident to identify (i,n,p,g,o) **Writing** Beginning to make some marks that resemble letters.	**Word Reading** Shows an interest in segmenting simple VC & CV words. Able to identify up to 10 of the sounds taught. (m,a,s,d,t,l,n,p,g,o) Including some of the 'tricky' sounds (d,t,n,p,g) **Writing** Able to create more detailed drawings. Have a confidence to make marks for a purpose e.g to support their play. Attempts made to write some or all of the letters in their name.

				noses and mouths. Further development shown in making marks that they assign as their name. (such as wavy lines or circles.)		
SEN/INCLUSION	**Comprehension** With encouragement may look at visuals or images with an adult. **Word Reading** May turn to familiar sounds **Writing** Explores making marks through sensory exploration and Gross motor activities such as write dance	**Comprehension** Beginning to to sit for a short story if the story is of interest. Using carpet mats and fidget toys to extend this may help. **Word Reading** Shows awareness of familiar sounds within their environment. May begin to copy actions to simple and repetitive rhymes. **Writing** With adult support and encouragement will follow some	**Comprehension** Able to sit and listen to a short story with repetitive phases that help maintain interest. Beginning to repeat words from familiar stories that contain repetitive refrains. **Word Reading** As part of their daily routine will look for	**Comprehension** Beginning to independently select books that they want to look at – supported by library sessions. & book votes. Starting to repeat words or simple phrases from familiar stories. May recall well known characters from well-known stories or	**Comprehension** With visuals and verbal prompt may recall words from familiar stories. Be able to name one or two main characters when revisiting familiar books or books recently read to them. Adults may have prompt via questioning	**Comprehension** With visual aids begin to recall key events from familiar stories. Take part and enjoys helicopter story sessions and will state what 'character' they want to be. **Word Reading** May recognise several (easy) sounds learnt during the year e.g (m,a,s,o) **Writing**

	& yoga sessions and sensory circuits.	directed gross motor movements via action dances e.g Danny Go & cosmic yoga and write dance – props such as scarfs, ribbons, holding bands and parachutes are used to encourage engagement.	their name plaque and select this with adult support. May Recognise familiar signs (PECS) used regularly e.g tidy up, worktime, lunchtime, wash your hands, toilet. Is able Is using 'communicatio n sentence choice boards' with assistance **Writing** Makes random marks mark on paper. Letter sound tracing sheets are included during phonics sessions alongside air writing, funky	favourite TV shows e.g the big bad wolf, Spiderman. **Word Reading** Beginning to join in singing familiar nursery rhymes e.g may fill in a word when pausing during song. Beginning to show an awareness that text is read from left to right as follows the sentence choice board with their finger. **Writing** Beginning to 'label' the marks they make. E.g "mummy"	"Where is Goldilocks?" **Word Reading** May show an interest in the sounds learnt during RWI phonics sessions. With assistance will be able to match sound cards during 'sound hunt activities' and will begin to recall the actions learnt for one or two sounds. **Writing** Beginning to create enclosed shapes.	Will attempt to trace the letters in their name with less adult support. Drawings begin to show more detail e.g faces with eyes, noses and mouths.

			finger activities and whole class tracing to music & crossing the midline.			
Intended ELG	**Comprehension** • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play **Word Reading** Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words **Writing** Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.					
Additional Learning Considerations	The above is an outline and progress will not be the same for each child. Those with EAL or communication needs may not be able to express their ideas or understanding as easily. Using images and modelling of language is key. Books of the 'fortnight' are now uses to help children really grasp the stories, characters and events. Some younger children may not developmentally be ready to begin phonics sessions and may take part in listening and attention activities at their keyworker's discretion. Planned weekly funky finger sessions alongside frequent gross motor activities are used to support the children to gain more control over their bodies. Access to mark-making resources are in each classroom.					
Link to British Values	Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance of different faiths and beliefs are promoted through small group activities and embedded within the daily routine. These foster a safe and inclusive school					

	community where values are actively promoted through daily activities such as decision making, sharing and fostering respect for diverse backgrounds.					
Celebrations/Seasonal events	Harvest Diwali Black History Month	Christmas Cards to Wombwell Hall Care Home Christmas Fair Christmas Nativity	Mental Health Awareness Week International Snack share	Ramadan/Eid World Book Day Mother's day Easter	Bring a man to school day Sports Day	Summer Fair Graduation Umbrella theatre Company
Charity Events	Hive Food Bank	Homeless Charity – Street Angels	Number Day- NSPCC			

MATHS- Progression in skills

2 – 4 Year Olds Mathematics:

• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
• Recite numbers past 5.
• Say one number for each item in order: 1,2,3,4,5.
• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
• Show 'finger numbers' up to 5.
• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
• Experiment with their own symbols and marks as well as numerals.
• Solve real world mathematical problems with numbers up to 5.
• Compare quantities using language: 'more than', 'fewer than'.
• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
• Understand position through words alone – for example, "The bag is under the table," – with no pointing.
• Describe a familiar route.
• Discuss routes and locations, using words like 'in front of' and 'behind'.
• Make comparisons between objects relating to size, length, weight and capacity.
• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
• Combine shapes to make new ones – an arch, a bigger triangle etc.
• Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
• Extend and create ABAB patterns – stick, leaf, stick, leaf.
• Notice and correct an error in a repeating pattern.

Mathematics-Our expectations:

- Children will begin to count accurately up to 5 then 10
- Children will begin to recognise quantities without counting (subitise) up to 5
- Children will compare quantities
- Children will begin to identify shapes and notice patterns

How will this be achieved?

- Daily routine
- Maths mastery approach
- Maths session
- Small group time
- Snack time
- Maths songs (see Communication and Language – Our expectations)
- Using maths manipulatives-Unifix cubes, multi-link, compare bears etc.

Impact:

- Children will develop their skills in counting and using numbers, problem solving and describing shapes, spaces and measures.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	All about me	Festivals/celebrations	Superhero's	Food and shopping	Weather	Animals
EYFS Aspiration	Identity and belonging	Culture and Community	Helping and Heros	Healthy Living and Everyday life	Nature and Change	Living Things and Care
Progression in skills	**Counting** Shows awareness of number through songs, number rhymes and counting routines **Cardinality** Recognises 'more' or 'all gone' in play **Comparison** Notice size differences through sand, water & exploratory play **Composition**	**Counting** Begins to chant some number names and 'grow a number' when counting with adult support **Cardinality** Listen to adults emphasise the last number when counting **Comparison** Beginning to compare visually-	**Counting** Developing counting accurately to 5 with 1-to1 correspondence **Cardinality** Stop counting when the objects run out **Comparison** Make direct comparison and begin to use size language	**Counting** Counting accurately and can 'show a number' to 5 and beyond with little support **Cardinality** Begin to answer 'how many?' by repeating the last number and using their fingers **Comparison**	**Counting** Counting accurately and can 'show a number' to 10 with little support **Cardinality** Apply cardinality in different contexts to solve practical problems (e.g. snack time) **Comparison**	**Counting** Fluency within 10 **Cardinality** Begin to subitise to 5 **Comparison** Beginning to use mathematical reasoning to problem solve **Composition** Solve simple problems of

	Shows awareness of number as a whole **Numeral Recognition** Notice numerals in the environment **Patterns** Experience pattern through songs, rhymes and routines	identifying size with adult support **Composition** Begins to recognise 'all' or 'some' **Numeral Recognition** Make connections between numerals and objects **Patterns** Join in with simple sound action patterns (clap tap clap tap)	**Composition** Joins in with adults modelling whole numbers 'here are 2 blocks' **Numeral Recognition** Recognise some numerals that are meaningful to them (3,4) **Patterns** Recognise patterns in the environment and point it out	Order objects by size with little support **Composition** Notice objects can be split into parts 'some here' and 'some there' **Numeral Recognition** Recognise some numerals independently in play and in the environment **Patterns** Begin to continue an AB pattern	Independently compare during play using comparative language **Composition** Begin to respond to 'how many now?' after combining groups **Numeral Recognition** Begin to recognise 1-5 in familiar contexts **Patterns** Develop patterning by copying an AB pattern	'altogether' and 'take away' **Numeral Recognition** Name numerals 1-5 and some to 10 to support counting and problem solving **Patterns** Make their own pattern independently and give a reasoning
SEN/INCLUSION	**Counting** Shows awareness of number through songs, number rhymes and counting routines **Cardinality**	**Counting** Begins to chant some number names and 'grow a number' when counting with adult support **Cardinality**	**Counting** Beginning to count with 1-to-1 correspondence to 3 with adult support **Cardinality**	**Counting** Developing to count accurately and 'show a number' to 3 **Cardinality** Stop counting when the objects	**Counting** Counting accurately and 'show a number' to 5 **Cardinality** Begin to answer 'how many?' by	**Counting** Beginning to count accurately beyond 5, to 10 **Cardinality** Begin to solve practical problems using

	Notices 'more' or 'all gone' in play **Comparison** Notice size differences through sand, water & exploratory play **Composition** Shows awareness of number as a whole **Numeral Recognition** Notice numerals in the environment **Patterns** Experience pattern through songs, rhymes and routines	Listen to adults emphasise the last number when counting **Comparison** Beginning to compare visually-identifying size with adult support **Composition** Begins to recognise 'all' or 'some' **Numeral Recognition** Watch adults point to numerals while counting **Patterns** Join in with simple sound action patterns (clap tap clap tap)	Beginning to repeat final number with adults **Comparison** Make direct comparison and select from a choice of 2 **Composition** Joins in with adults modelling whole **Numeral Recognition** Begin to show preference for familiar numerals **Patterns** Show awareness of patterns in the environment	run out with adult support **Comparison** Compare 2 groups using adult support, repeating size language **Composition** Notice objects can be split into parts 'some here' and 'some there' **Numeral Recognition** Recognise some numerals with adult support **Patterns** Begin to recognise patterns in the environment with adult support	repeating the last number or using their fingers using adult support **Comparison** Beginning to order objects with some adult support **Composition** Begin to respond to 'how many now?' after combining groups with adult support **Numeral Recognition** Engage in activities to match numerals with adult support **Patterns** Notice patterns in the environment and point it out with	cardinality (e.g. snack time –how many cups do we need?) **Comparison** Begin to use comparative language independently in play **Composition** Solve simple problems of 'altogether' with adult support **Numeral Recognition** Name some familiar numerals with adult support **Patterns** Begin to continue an AB pattern

					little adult support	
Intended ELG	**Number** 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. **Numerical Patterns** Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including					
Additional Learning Considerations	*Progress may not be linear *Slower pace *Repetition across terms *Communication needs may impact understanding *Lots of concrete activities before pictorial and before abstract e.g. Number bag activities					
Link to British Values	Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance of different faiths and beliefs are promoted through small group activities and embedded within the daily routine. These foster a safe and inclusive school community where values are actively promoted through daily activities such as decision making, sharing and fostering respect for diverse backgrounds.					
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Charity Events	Hive Food Bank	Homeless Charity – Street Angels	Number Day-NSPCC			

UNDERSTANDING OF THE WORLD- Progression in skills

2 – 4 Year Olds Understanding the World:

•Use all their senses in hands-on exploration of natural materials.
•Explore collections of materials with similar and/or different properties.
•Talk about what they see, using a wide vocabulary.
•Begin to make sense of their own life-story and family's history.
•Show interest in different occupations.
•Explore how things work.
•Plant seeds and care for growing plants.
•Understand the key features of the life cycle of a plant and an animal.
•Begin to understand the need to respect and care for the natural environment and all living things.
•Explore and talk about different forces they can feel.
•Talk about the differences between materials and changes they notice.
•Continue developing positive attitudes about the differences between people.
•Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Understanding the World-Our expectations:

- Children will talk about the lives of people around them
- Children will notice similarities and differences between themselves and others
- Children will describe their immediate environment
- Children will explore the natural environment

How will this be achieved?

- Small group time activities
- Tidy up time
- Daily routine
- Celebrating different festivals and events
- Gardening, planting
- Family photo's
- Language of the term
- Show & tell
- Story bear

- Visits and visitors

Impact:

- Children will begin to notice and respect similarities and differences between themselves and others. They will care for the environment around them.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	All about me	Festivals/celebrations	Superhero's	Food and shopping	Weather	Animals
EYFS Aspiration	Identity and belonging	Culture and Community	Helping and Heros	Healthy Living and Everyday life	Nature and Change	Living Things and Care
Progression in skills	**Past and Present** Begin to talk about an event in their own lives **People, Cultures and Communities** Begin to talk about their own family **The Natural World** To be encouraged to explore different materials in the natural world around them.	**Past and Present** To continue developing vocabulary in order to talk about events in their own lives. **People, Cultures and Communities** Begin to talk about their own family and recognise some familiar places. Begin to have an awareness that different festivals are celebrated. **The Natural World** To show an awareness that there	**Past and Present** To begin to understand and talk about past events in their own lives. To experience different objects from past and present. **People, Cultures and Communities** To talk about their family and begin to	**Past and Present** To begin to use simple time language when talking about personal events. With support begin to notice differences between old and new objects. **People, Cultures and Communities** To begin to understand that	**Past and Present** To use simple time language when talking about personal experiences. To notice differences in old and new objects. **People, Cultures and Communities** Begin to show an awareness that there are different	**Past and Present** To begin to talk about the lives of people around them. To talk confidently about the differences between old and new objects. **People, Cultures and Communities** To begin to understand and start to

		are differences between materials around them. To show an awareness of the weather.	talk about their community and festivals celebrated. **The Natural World** To begin to talk about the differences between materials they notice. To begin to understand the effect of changing seasons and the effect on the natural world around them.	some places are special to members of their community. **The Natural World** Begin to develop their understanding and show respect and care for the natural environment and all the living things.	countries in the world. **The Natural World** To begin to understand the key features of a life-cycle.	name some differences between religious and cultural communities. To begin to understand that there are similarities and differences between life here and in other countries. **The Natural World** Begin to use some basic scientific language when discussing observations. To confidently be able to describe what they see, hear and feel**.**
SEN/INCLUSION	**Past and Present**	**Past and Present**	**Past and Present**	**Past and Present**	**Past and Present**	**Past and Present**

	Begin to talk about an event in their own lives Have additional resources such as photographs to children understand help communicate about events in own life. **People, Cultures and Communities** Adult support to begin to talk about their own family **The Natural World** To be encouraged to explore different materials in the natural world around them. To have play-based exploration with adult modelling.	Communication boards, photographs linked to familiar places, visitors, to help children begin to talk about an event in their own lives. **People, Cultures and Communities** Children to use costumes and experience cultural resources in different areas, and community visits to help develop awareness of local area. **The Natural World** To be encouraged to look for the differences between materials around them while playing. Children to use Weather boards and Weather songs to help increase	With adult support, be introduced to objects past and present. **People, Cultures and Communities** To have the opportunity at nursery to take an active part in the different festival celebrations. **The Natural World** To have continued adult support to help develop and reinforce specific vocabulary when noticing the nature world around them.	To continue developing vocabulary in order to talk about events in their own lives. **People, Cultures and Communities** Use visits from different People in Community, e.g police, fire fighters to help children reinforce their understanding of the local community. **The Natural World** Use listening/nature walks to help support children's understanding of the living things in their	With adult support begin to talk about past events in their own lives. **People, Cultures and Communities** With adult support begin to talk about their family and local communities. **The Natural World** With adult support children have the opportunity to observe the transformation of a caterpillar into a butterfly in the classroom.	With adult support begin to use some simple time language to talk about past events in their own lives. **People, Cultures and Communities** With adult support, begin to understand that some places are special to members of their community. **The Natural World** With adult support subject specific language is reinforced to help children communicate their findings

		awareness of different weathers.		natural environment.		and observations.
Intended ELG	**People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. **The Natural World** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					
Additional Learning Considerations	Children with EAL may find it harder to express their thoughts and ideas using subject specific language due to the language barrier, although rich vocabulary will be introduced gradually and there will be constant repetition of language and the revisiting of concepts**.** Children will have the opportunity to experience different visits within in local area and parents are invited in to join the children to take part in various workshops to help celebrate different festivals. This helps to develop and secure the children's understanding of both the local and wider environment.					
Link to British Values	Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance of different faiths and beliefs are promoted through small group activities and embedded within the daily routine. These foster a safe and inclusive school community where values are actively promoted through daily activities such as decision making, sharing and fostering respect for diverse backgrounds.					
Celebrations/Seasonal events	Harvest Diwali	Christmas Cards to Wombwell Hall Care Home	Mental Health Awareness Week	Ramadan/Eid World Book Day Mother's day	Bring a man to school day Sports Day	Summer Fair Graduation

	Black History Month	Christmas Fair Christmas Nativity	International Snack share	Easter		Umbrella theatre Company
Charity Events	Hive Food Bank	Homeless Charity – Street Angels	Number Day- NSPCC			

EXPRESSIVE ARTS AND DESIGN- Progression in skills
3-4 Year Olds Expressive Arts and Design • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. **Expressive Arts and Design-Our expectations:** • Children will create using a variety of materials • Children will practise using a range of tools and techniques safely **How will this be achieved?** • Small group time activities • Accessible labelled resources • 'Creative Fridays' • Helicopter Stories • Story time • Poetry basket • Puppets • Moving to music • Making music

- Displaying and celebrating children's art work
- Role play areas
- Learning about famous artists
- Visits and visitors

Impact:

- Children will represent and express their own ideas and feelings through play and creative efforts

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	All about me	Festivals/celebrations	Superhero's	Food and shopping	Weather	Animals
EYFS Aspiration	Identity and belonging	Culture and Community	Helping and Heros	Healthy Living and Everyday life	Nature and Change	Living Things and Care
Progression in skills	**Creating with Materials** Enjoys exploring different textures and sensory experiences. Able to mark make freely. **Being imaginative and Creative** Is able to attune into familiar environmental sounds and	**Creating with Materials** Starting to manipulate materials and join resources together using glue. Begins to name or label their models and marks made. **Being imaginative and Creative** Listen and joins in with simple rhythms and rhymes.	**Creating with Materials** Beginning to choose resources and materials for a purpose. Beginning to Talk about their marks and models made. **Being imaginative and Creative** Able to recall words and	**Creating with Materials** Explores a greater variety of stationary and resources. Talks about their creations with less adult prompts. **Being imaginative and Creative** Sings several songs that they have learnt	**Creating with Materials** Models and drawings are created with more detail. Demonstrates greater control when using stationary and tools such as scissors, sellotape dispensers and hole punchers.	**Creating with Materials** Able to consider and independently select the materials, resources or stationary that is best to use to achieve their end goal. **Being imaginative and Creative**

	shows awareness when music is played.	Enjoys exploring instruments and copying some movements made to music. Beginning to engage in basic pretend play.	phrases from familiar songs. Enjoys exploring instruments. Selects available props when playing imaginatively.	Acts out familiar scenarios that they may have experienced or witnessed.	**Being imaginative and Creative** Introduces more complex storylines into their imaginative play. Can create imaginative and small worlds with a variety of construction kits and similar resources. Responds to music freely and in variety of ways.	Can perform songs, and move with confidence to music. Happy to share their imaginative stories during helicopter story sessions. Can create props to support their play from available resources e.g making bags, using drawers as ovens.
SEN/INCLUSION	**Creating with Materials** Enjoy exploring different textures and sensory experiences. (Maybe use whole bodies when doing so.)	**Creating with Materials** Explores given materials and resources. Uses gross motor skills to make marks – props such as scarfs & ribbons are	**Creating with Materials** Able to select materials from a small choice. Can join materials with glue with assistance.	**Creating with Materials** With adult assistance attempts to use some stationary and resources including safety scissors.	**Creating with Materials** Via verbal prompts and modelling they begin to add more detail to marks made and basic models.	**Creating with Materials** Able to select materials for a purpose e.g glue to join, scissors to cut and dobbers to mark make.

	Playdough, water, paint and sand are part of the continuous provision and can be accessed every day. **Being imaginative and Creative** May turn to When hears music/ instruments.	accessed to support movements. **Being imaginative and Creative** Listens to rhythms and rhymes. Starts to explore instruments and their sounds. With adult encouragement and physical support will move to music. Starts to explore small world resources.	**Being imaginative and Creative** Starting to join in with actions and repeat words from a few familiar nursery rhymes and songs.	Starts to label their marks and models made. "car." "mummy." **Being imaginative and Creative** Beginning to recall choruses from familiar songs. Begins to access props to support imaginative play. Will now explore musical instruments independently (shaking, tapping & beating)	Can use different construction materials to join, stack, balance and make basic enclosures. **Being imaginative and Creative** Begins to show an interest in acting out familiar scenarios they may have witnessed e.g washing up, cooking food. Can to recall simple and repetitive songs.	Happy to share their creations and speak about these in a few words. **Being imaginative and Creative** Has built a repertoire of simple songs and movements to music. Uses movement and sound to express their experiences, ideas and feelings and takes part in helicopter story sessions. Beginning to show a want to connect with peers to create and act out

						imaginary ideas or narratives.
Intended ELG	**Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. **Being Imaginative and Expressive** Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.					
Additional Learning Considerations	The above is an outline and progress will not be the same for each child. Those with EAL or communication needs may not be able to express their ideas as easily. Repetition of skills during small group sessions and Creative Friday activities will be key to develop confidence with tools and stationary as well as having opportunities to mark make in the classrooms and access to familiar resources and materials in the Art Room including paint. Playdough, water and sand remain as part of the continuous provision.					
Link to British Values	Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance of different faiths and beliefs are promoted through small group activities and embedded within the daily routine. These foster a safe and inclusive school community where values are actively promoted through daily activities such as decision making, sharing and fostering respect for diverse backgrounds.					
Celebrations/Seasonal events	Harvest Diwali Black History Month	Christmas Cards to Wombwell Hall Care Home Christmas Fair Christmas Nativity	Mental Health Awareness Week International Snack share	Ramadan/Eid World Book Day Mother's day Easter	Bring a man to school day Sports Day	Summer Fair Graduation Umbrella theatre Company
Charity Events	Hive Food Bank	Homeless Charity – Street Angels	Number Day- NSPCC			

CORE SONGS AND RHYMES THOUGHT OVER THE YEAR				
CORE SONGS-RING GAMES	CORE MATHS SONGS	TRADITIONAL SONGS	TRADITIONAL RHYMES	CELEBRATION SONGS
Incy Wincy Spider The Wheels on the bus Row Row Row Your Boat Miss Polly Had A Dolly I Had A Little Turtle Head Shoulders Knees and Toes If You're Happy and You Know it I'm a Little Tea Pot Wind the Bobbin Up Twinkle Twinkle Choo, choo, up the Railway Track How do you do? Higgledee Pickledee bumble bee I Went to the Animal Fair See the Little Bunnies Sleeping Dingle Dangle Scarecrow There Was a Princess Long Ago Hokey Cokey The Farmer's in his Den Ring a Ring a Roses See the Little Sandy Girl/ Boy There's A Tiny Caterpillar A Sailor Went to Sea Tommy Thumb.. Where are you?	1,2,3,4,5 Once I caught a fish alive 1,2 buckle my shoe One potato, two potato... Two little dickie birds Three Jelly fish Five little Speckled Frogs Peter Hammers with One Hammer Five Current Buns Five Little Ducks Five Little Men in a Flying Saucer Five Little Monkeys Jumping on the Bed Five little Monkeys Swinging in the Trees This Old Man He Played… When Goldilocks Went to the House of the Bears Ten in a Bed and the Little One Said Ten Green Bottles Ten Fat Sausages Hickory Dickory dock	Humpty Dumpty Jack and Jill Mary Mary Grand old Duke of York London Bridge is falling down Little Bo Peep Baa Baa Black Sheep Horsey horsey	Little Jack Horner Georgy Porgy The wide eyed Owl Remember Remember Hot Cross Buns	Christmas songs Easter songs Harvest songs International songs Diwali song Eid song Happy future

Autumn Term Year One	
Term 1	**Term 2**
Houses and Homes	**Festivals**
Core Text My world your world – Melanie Walsh (Multicultural text) Full, full, full of love – Trish Cooke (Multicultural text) So Much – Trish Cooke (Multicultural text) 3 Little pigs – Traditional tale Little Red Riding Hood – Traditional tale Biff and Chip – Oxford Reading Tree Kipper at school – Oxford Reading Tree (Multicultural text) The Gruffalo – Julia Donaldson	**Core Text** Diwali DVD & non-fiction book (Multicultural text) Fire Safety DVD & non-fiction Harry and the Robots- Ian Whybrow & Amelia Reynolds The Gruffalo's Child – Julia Donaldson Stickman – Julia Donaldson Peace at Last – Jill Murphy The Christmas Story – Traditional bible story
Additional Multicultural text texts shared during story sessions and/ or available for children to view within the classroom reading corners: My Brother Sean – Penetronella Breinburg & Errol Lloyd After Dark – Maria Martinez & Vendrell Roser Capdevila I love My Hair – Natasha Tarpley Diwali – Chris Deshpande Cherish Me – Joyce Carol Thomas The Swirling Hijaab – Naima B. Roberts Sari Games – Naina Gandhi	
Core Songs & Rhymes Baa baa black sheep Wind the bobbin up Incy wincy spider Harvest song Junk Song	**Core Songs & Rhymes** Twinkle twinkle Humpty dumpty Boom chikka Christmas songs

Core Poems Chop Chop Pointy hat	**Core Poems** Breezy weather Wise old owl
Festivals & Special Occasion Harvest (multi-faith) Black History Month	**Festivals & Special Occasion** Diwali (Hindu & Sikh) Firework Christmas (Christians)
Parent Partnership Play & Stay Session Parent Consultation Introduction to EYFS on the website	**Parent Partnership** Diwali Workshop for parents Christmas Fair
Trips/Experiences/Visitors Children's school photo Father Cyril from St. Marks Church Tanya African Drummer	**Trips/Experiences/Visitors** Nativity at St. George's Church/St. Botolph's
Fundraising Collection for Hive Food bank	**Fundraising** Christmas Fair

Spring Term Year One	
Term 3	**Term 4**
Toys	**People who help us**
Core Text Toys-non fiction Kipper's lost teddy-Oxford reading tree Titch-Pat Hutchins Blue Balloon-Mick Inkpen Monster's pet-Jan Pienkowski	**Core Text** People who help us-non fiction text (Multicultural text) The elves and the shoemaker-traditional tale Munching Mark-Marjory Gardiner The rainbow fish – Marcus Pfister Jamela's dress- Niki Daly (Multicultural text) Easter story
Additional Multicultural text texts shared during story sessions and/ or available for children to view within the classroom reading corners: One Smiling Grandma – Anne Marie Linden & Lynne Russell A Present for Paul – Bernard Ashley Hair Love – Mattew A. Cherry The Snow Day – Ezra Jack Keats Amazing Grace – Mary Hoffman & Caroline Binch Lima's Red Hot Chilli Nobody wanted to play-Oxford Reading Tree	
Core Songs & Rhymes Love is something if you give it away Miss Polly had a dolly Frere Jacques Grand old Duke of York	**Core Songs & Rhymes** Peter hammers with one hammer Easter songs
Core Poems Cup of tea Pancake	**Core Poems** Popcorn Mrs Bluebird
Festivals & Special Occasion New Year	**Festivals & Special Occasion** World book day

	International day of happiness & oral health day Mother's day Easter – (Christians)
Parent Partnership International Lunch with parents	**Parent Partnership** World book day workshop Parent Consultation Easter Event at St. Mark's Church
Trips/Experiences/Visitors Museum 'toy' ladies	**Trips/Experiences/Visitors** School Photo's Fire fighter visit Visit to St. Mark's Church for Easter Event
Fundraising	**Fundraising** Easter competition

Summer Term Year One	
Term 5	**Term 6**
New life and growing	**Transport and Journeys**
Core Text Jack and the Beanstalk-Traditional tale The enormous turnip-Traditional tale Titch-Pat Hutchins Ugly duckling-Traditional tale The hungry caterpillar-Eric Carle Owl babies-Martin Waddell	**Core Text** Little Red Riding Hood – Traditional tale Kipper at School-Oxford Reading Tree Rosie's walk-Pat Hutchins The Journey-Oxford Reading Tree To Town-Story Chest Aliens love underpants-Claire Freedman Astro girl-Ken Wilson-Max (Multicultural text)
Additional Multicultural text texts shared during story sessions and/ or available for children to view within the classroom reading corners: Happy Eid – Ladybird Ramadan (Celebrate the World) - Hannah Eliot and Rashin Kheiriyeh	

Lailah's Lunchbox - Reem Faruqi and Lea Lyon The Swirling Hijaab – Naima B. Roberts Monkey Tricks – Oxford Reading Tree Splash (Written in Urdu and English) – Flora Mc Donnell Hair (my body, your body) – John Wood Where's Lenny? - Ken Wilson-Max	
Core Songs & Rhymes Baby bumble bee 5 Little speckled frogs 5 little ducks Mary Mary Little Bo Peep	**Core Songs & Rhymes** The wheels on the bus Row row row your boat Down at the station 5 little monkey's swinging in the trees Choo, choo, up the railway track
Core Poems 5 little peas Sliced bread	**Core Poems** Thunderstorm Dance
Festivals & Special Occasion St George's day Vaisakhi Ramadan & Eid – (Muslims)	**Festivals & Special Occasion** Graduation
Parent Partnership Sports day & Teddy bears picnic	**Parent Partnership** Whole school trip to seaside Parent Consultation Graduation
Trips/Experiences/Visitors	**Trips/Experiences/Visitors** Graduation photo's Seaside trip Play & Stay for new parents Primary school transition
Fundraising Sports day sponsorship	**Fundraising** Summer Fair

Autumn Term Year Two	
Term 1	**Term 2**
All about me	**Celebrations**
Core Text Lima's Red Hot Chilli (Multicultural text) The runaway pizza Gingerbread man Tidy Titch Goldilocks-Traditional Tales I want my mum-Woody Lazy Mary-Story Chest The Ugly duckling	**Core Text** The bear who wouldn't share The blue balloon Spot's birthday party-Eric Hill (Story Sack) Diwali DVD & non-fiction book (Multicultural text) Fire Safety DVD & non-fiction The snowman DVD The Christmas Story – Traditional bible story
Additional Multicultural text texts shared during story sessions and/ or available for children to view within the classroom reading corners: My Brother Sean – Penetronella Breinburg & Errol Lloyd Kipper at school – Oxford Reading Tree After Dark – Maria Martinez & Vendrell Roser Capdevila I love My Hair – Natasha Tarpley Diwali – Chris Deshpande Cherish Me – Joyce Carol Thomas Sari Games – Naina Gandhi My world your world – Melanie Walsh Full, full, full of love – Trish Cooke So Much – Trish Cooke One Smiling Grandma – Anne Marie Linden & Lynne Russell	
Core Songs & Rhymes Head shoulders knees and toes When Golidlocks went to the house of the bears	**Core Songs & Rhymes** Hickory dickory dock It's Diwali festival light

5 little monkey's jumping on the bed Hokey Cokey See the little bunnies sleeping	Christmas songs
Core Poems Chop Chop Pointy hat	**Core Poems** Breezy weather Wise old owl
Festivals & Special Occasion Harvest (multi-faith)	**Festivals & Special Occasion** Diwali (Hindu & Sikh) Christmas (Christians)
Parent Partnership Play & Stay Session Introduction to the EYFS	**Parent Partnership** Diwali Workshop for parents Christmas Fair
Trips/Experiences Father Gordan from St. Marks Church African drumming-with Tanya	**Trips/Experiences** Nativity at St. George's Church
Fundraising Collection for Hive Food bank	**Fundraising** Christmas Fair

Spring Term Year Two	
Term 3	**Term 4**
Superheroes	**Food and shopping**
Core Text Paw patrol Nobody wanted to play-Oxford Reading Tree (Multicultural text) Dan the flying man-Story Chest Yo ho ho Pirating we go-Nick Sharatt Winnie the witch Superworm	**Core Text** The giant's stew The apple-Oxford Reading The tiger who came to tea- Handa's Surprise (Multicultural text) Keeping Healthy – Non Fiction Easter Story
Additional Multicultural text texts shared during story sessions and/ or available for children to view within the classroom reading corners: A Present for Paul – Bernard Ashley Hair Love – Mattew A. Cherry The Snow Day – Ezra Jack Keats What Shall We Do With The Boo Hoo Baby? (Written in Russian and English) – Cressida Cowell & Ingrid Godon Amazing Grace – Mary Hoffman & Caroline Binch Last Stop on Market Street – Matt De la Pena Kasia's Surprise – Stella Gurney	
Core Songs & Rhymes 5 little men in a flying saucer Jack and Jill There was a princess long ago	**Core Songs & Rhymes** If you're happy and you know it 10 in the bed 1, 2, 3, 4, 5 once I caught a fish alive
Core Poems Cup of tea Pancake	**Core Poems** Popcorn Mrs Bluebird
Festivals & Special Occasion Pancake day	**Festivals & Special Occasion** World book day

Valentine's day	International day of happiness & oral health day Mother's day Easter – (Christians)
Parent Partnership International Lunch with parents	**Parent Partnership** World book day parent workshop Easter Event
Trips/Experiences Museum 'toy' ladies	**Trips/Experiences** Fire fighter visit Visit to St. Mark's/St Botolphs Church for Easter Event
Fundraising	**Fundraising** School Photo's Easter competition

Summer Term Year Two	
Term 5	**Term 6**
Weather	**Animals**
Core Text The Foggy day-Oxford Reading Tree The water Fight-Oxford Who cares about the weather?-Melvin Berger Noah's ark Who loves getting wet?	**Core Text** 3 Billy Goat's Gruff Chicken Licken A Squash and a squeeze I love animals-Flora Mcdonald Animal Boogie Shark in the park School-Non Fiction (Multicultural text)
Additional Multicultural text texts shared during story sessions and/ or available for children to view within the classroom reading corners: Happy Eid – Ladybird Ramadan (Celebrate the World) - Hannah Eliot and Rashin Kheiriyeh Lailah's Lunchbox - Reem Faruqi and Lea Lyon The Swirling Hijaab – Naima B. Roberts Monkey Tricks – Oxford Reading Tree Splash (Written in Urdu and English) – Flora Mc Donnell Hair (my body, your body) – John Wood Where's Lenny? - Ken Wilson-Max	
Core Songs & Rhymes I'm a little teapot One potato, two potato 5 currant buns 10 fat sausages Georgy porgy	**Core Songs & Rhymes** 2 little dicky birds We went to the animal fair Farmer's in the den Dingle dangle scarecrow
Core Poems	**Core Poems**

5 little peas Sliced bread	Thunderstorm Dance
Festivals & Special Occasion Ramadan & Eid – (Muslims)	**Festivals & Special Occasion**
Parent Partnership Sports day & Teddy bears picnic	**Parent Partnership** Whole school trip to seaside Parent Consultation Graduation
Trips/Experiences/Visitors Bring a 'man' to school	**Trips/Experiences/Visitors** Graduation photo's Zoo/Farm trip Play & Stay for new parents Primary school transition
Fundraising Sports day sponsorship	**Fundraising** Summer Fair