



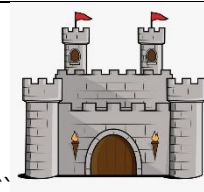





Ingleton CE Primary School – EYFS Nursery Curriculum (Updated January 2024)

PSED						
	All About Me / Autumn / People Who Help Us	Winter Wonderland	Our World and Beyond	All the Colours of the Rainbow	Once Upon a Time	The Garden of Life
Core Themes	Living in the Wider World		Health and Wellbeing		Relationships	
	<p>Pupils should have the opportunity to learn: EYWW1: That people and other living things have needs and that they have responsibilities to meet them. EYWW2: That they belong to various groups and communities such as family and school. EYWW3: To help construct, and agree to follow, group and class rules and to understand how these rules help them. EYWW4: To consider how they can contribute to the life of the classroom.</p>		<p>Pupils should have the opportunity to learn: EYH1: The importance of and how to maintain personal hygiene. EYH2: What constitutes a healthy lifestyle. EYH3: The benefits of exercise, rest, healthy eating and good dental health. EYH4: About growing and changing EYH5: About new opportunities and responsibilities that increasing independence may bring. EYH6: To recognise their shared responsibility for keeping themselves and others safe. EYH7: The names for the main parts of the body and the similarities and differences between boys and girls</p>		<p>Pupils should have the opportunity to learn: EYR1: Which are their special people (family, friends, carers), and what makes them special EYR2: How special people should care for one another. EYR3: How to listen to other people and play and work cooperatively EYR4: Strategies to resolve simple arguments through negotiation EYR5: To recognise how their behaviour affects other people.</p>	
PSHE	<p>Self-Regulation Show an understanding of their feelings and those of others (EYH5 / EYR4 / EYWW1 / EYWW4) Begin to regulate behaviour accordingly (EYH5 / EYH6 / EYR3 / EYR4 / EYR5) Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (EYR3 / EYWW3 / EYWW4) Give focussed attention to what the teacher is saying (EYR3 / EYWW4) Respond appropriately even when engaged in an activity and show the ability to follow instructions involving several ideas or actions. (EYR3 / EYWW4)</p> <p>Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. (EYH6) Explain the reasons for rules, know right from wrong and try to behave accordingly (EYR5 / EYWW4) Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (EYH1 / EYH2 / EYH3 / EYWW4)</p> <p>Building relationships Work and play cooperatively and take turns with others (EYH5 / EYH6 / EYR2 / EYR3 / EYR4 / EYR5 / EYWW1) Form positive attachments and relationships (EYH5/ EYH6 / EYR1 / EYR5) Show sensitivities to other's needs (EYH5 / EYR2 / EYWW1)</p>					



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3-4 Year-olds
will be
learning to...
(Dev.
Matters)

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.



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CL Communication & Language						
Themes	All About Me / Autumn / People Who Help Us	Winter Wonderland	Our World and Beyond	All the Colours of the Rainbow	Once Upon a Time	The Garden of Life
Speaking	Use simple sentences with 3-4 words Talk about a range of different things Use objects or gestures to help me explain what I mean when I am talking Ask questions such as what, where and who. Beginning to use word endings such as I am going. Using new words to describe what they are doing		Begin to use longer sentences, sometimes using and because. Talk about something that has happened yesterday Ask lots of questions and answer questions. Talk about what they are doing now and what might happen later or tomorrow. Clarity of meaning when they are trying to describe something. Use lots of new vocabulary about things that interest me. Pretend about things I am doing and describe what I am doing. More able: Use a range of vocabulary to tell you about something I have made or done. Use new words whilst I'm playing. Pretends to be different people with appropriate dialogue. Use words such as first, next, last when they tell you what they have done. Make up stories using what I know. Make up silly rhymes. Use alliteration (simple) Use different voices when telling stories.			
Language / speech development / provision	<ul style="list-style-type: none">• New vocabulary; introduced through core texts, stories, Sounds Write and 'Word of the Day' – (Vocabulary Ninja)• 'Words in Action' – new vocab displayed around book of the week with a pictorial prompt, children will find examples from around the environment and make a collection.• Role play – life area / themed role play and puppet theatre for retelling. (Modelled, self-initiated and supported)• Conversations modelled. Children's sentences copied back to them including more / a higher level of vocabulary.• Small group conversations with peers and teacher• Development of full sentence use (modelled and MTYT strategy and stem sentences)• Snack time used for language development of manners / full sentences / peer questioning• Ten second rule used by all staff allowing children an appropriate thinking and response time to questions.<ul style="list-style-type: none">• Non-verbal communication cards for behaviour expectations.• Listening, attention and social communication skills					
3-4 yr olds will be learning to... (Dev. Matters)	<ul style="list-style-type: none">• 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.					







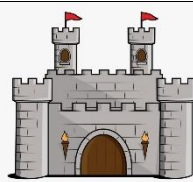

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- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - 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."



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Literacy						
Themes	All About Me / Autumn / People Who Help Us	Winter Wonderland	Our World and Beyond	All the Colours of the Rainbow	Once Upon a Time	The Garden of Life
EYFS Text stimuli	<p>Age 3-4 We're Going on a Leaf Hunt, Fletcher's Leaves, Autumn, The Leaf Man, Books about Harvest, Nursery Rhymes</p> <p>RECEPTION Funny Bones The Mega Magic Hair Swap Only One You All Kinds of People Happy in Our Skin The Name Jar Whoever you are What happened to you? Super Duper You! Tree: Seasons Come, Seasons Go Pumpkin Soup Autumn / Ourselves / People Who Help Us - Topic Box including non-fiction DLR</p>	<p>Age 3-4 Lost and Found, Little Penguin Lost, The Not So Brave Penguin, Be Brave Little Penguin, The Snowman,</p> <p>RECEPTION Wonderland Polar Express Christmas Jolly Postman Stick Man The Great Explorer Papa Penguin The Snowflake Time to Move South for Winter I Definitely Don't Like Winter Winter / Christmas- Topic Box including non-fiction DLR</p>	<p>Age 3-4 Aliens Love Underpants Seven ways to Catch A Moon The Smeds and Snoods Goodnight Spaceman Zoom Rocket Zoom, How to Catch a Star The Way Back Home On the Moon Whatever Next</p> <p>Chinese New Year</p> <p>RECEPTION Whatever Next! Q Pootle5 How to Catch a Star The Way Back Home Rain Before Rainbows Astro Girl Look Up Beegu Neil Armstrong Mae Jemison</p>	<p>Age 3-4 The Rainbow Fish The Colour Monster, Elmer Little Red Riding Hood, Mouse Paint Matisse's Magical Snail Noah's Ark Bears Love Colour</p> <p>RECEPTION The Colour Monster The Day the Crayons Quit (series) The Crayons' Book of Colours Brown Bear Brown Bear Mixed Elmer and the Rainbow How to Catch a Rainbow How Do You Make a Rainbow? The World Made a Rainbow Colours, Colours Everywhere Colour Chinese New Year /</p>	<p>Age 3-4 Billy Goats Gruff Three Little Pigs Goldilocks and the Three bears (Beware of the Bears), The Magic Porridge Pot (The Magic Pasta Pot), The Little Red Hen, Jack and the Beanstalk</p> <p>RECEPTION On the Way Home You Choose Fairy Tales Traditional Tales - Goldilocks / The 3 Little Pigs The 3 Billy Goats Gruff The Gingerbread Man The Little Red Hen Chicken Licken The Princess and the Pea etc. The Tiger Who Came to Tea The Great Fairy tale Disaster Mixed Up Fairy Tales Traditional</p>	<p>Age 3-4 The Tiny Seed Oliver's Vegetables Kipper's Beanstalk, Peter Rabbit, Superworm, My Garden Harry's Garden Yucky Worms The Very Hungry Caterpillar, Jack and the Beanstalk,</p> <p>RECEPTION Jack and the Beanstalk Jim and the Beanstalk The Enormous Turnip Oliver's Vegetables Fruit Salad Grandpa's Garden Eco Girl The Secret Sky Garden I am the Seed that Grew the Tree The Tiny Seed The Very Hungry Caterpillar Growing Frogs Plants / Minibeasts / Lifecycles / Summer - Topic Box including non-fiction DLR</p>



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			Counting on Katherine Here We Are One Giant Leap Man on the Moon Space – Topic Box including non-fiction DL	Spring –Topic Box including non-fiction DLR	Tales / Rhymes – Topic Box DLR	
Reading Focus	Turn pages in a book. Use role play or figures to help retell parts of a story. Fill in missing words when the adult reading stops. Explore books independently They identify their favourite rhymes and songs. Joins in with favourite stories and join in with repetitive words or phrases. Know the missing words in stories and rhymes.	Sings nursery rhymes and songs. Join in with rhymes. Recognise alliteration at a basic level. Clap out 2-3 syllables Join in with favourite stories. Predict what will happen next in a story. Know that stories have a beginning, middle and end. Listen to stories and talk about them. Discuss the settings and characters as well as the important events in a story. Recognise their own name and words that are important to them such as mam, favourite foods and shops. Hold books the correct way up and treat books carefully. Know that books can give information. Know that the words can tell you information. Share and read books with an adult. Read the labels and packets in role play areas and signs. Investigate, read and make up simple stories.				
Whole class reading	<ul style="list-style-type: none">• Dialogic Reading – a story per week as a focus for language activities with a daily story.• Poems / rhymes / non-fiction and fiction books balanced across the week and used to embed new words.• Daily Storytime (at least one per day on top of the weekly text)• Comprehension via questioning.					
Individual reading	<ul style="list-style-type: none">• Weekly library session• Read to by older children.• Read and Relax area in the nursery environment / reading tent to encourage children’s interest in books.• Outdoor read and relax area.• Resources labelled with pictures / words					
Modelled reading/ parent support	<ul style="list-style-type: none">• Termly reading themed stay and play sessions.• Themed days such as World Book Day.• Reading weekly homework (picture to discuss with key questions.					



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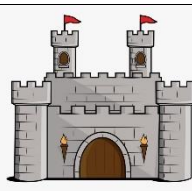

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Phonics	Sound Discrimination Environmental Sounds Phase 1 phonics	Sound Discrimination Instrumental Sounds Phase 1 phonics	General Sound Discrimination Body Percussion Phase 1 phonics Initial sounds	Rhythm and Rhyme Phase 1 phonics Initial sounds	Rhythm and Rhyme Phase 1 phonics Initial sounds If ready - Letter formation for writing their name
Writing provision	Say what their different marks mean. Hold a chunky tool and make marks that go up and down or round and round. Draw lines that go across up and down. Draw pictures to show amounts. Encourage children to make their own marks.		Copy some of the letters of their name. Sometimes, they can identify what their paintings or drawing mean. When they see writing, they can say what they think it means Make lines and marks with a pencil		
3-4 year-olds will be learning to... (Dev. Matters)	<ul style="list-style-type: none">• 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<ul style="list-style-type: none">• 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				



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Maths												
	All About Me / Autumn / People Who Help Us		Winter Wonderland		Our World and Beyond		All the Colours of the Rainbow		Once Upon a Time		The Garden of Life	
White Rose Maths (REC)	Getting to know you Baseline Assessments	Just like Me!	It's me 123!	Light and Dark	Alive in 5	Growing 6,7,8		Buildin g 9 & 10	To 20 and beyond	First Then Now	Find my pattern	On the move
Age 3-4 Number	Pre-Number Strand Counting (Making a set, comparing sets attribute discrimination, matching objects, rote counting) Introduction to Numicon and other Number representations Number songs Number recognition of personal significance numerals in the environment Reading and writing Creates and experiments with symbols and marks representing ideas of number.		The Number Strand Counting and naming sets to 5. One to one correspondence (tagging / synchrony / tracking) Cardinality Stable order principle (they must be in a repeatable order and this stable order must be at least as long as the number of items that are to be counted) Conservation of number (quality does not change with physical rearrangement) Subitizing to 5 Counting on and back		The Number Strand Counting (naming sets 6-10) 1 more / 1 less as the next number (number after rule) Symbols / words for sets Numeral matching Abstraction principle (objects can be different sized or colour but still the same amount) Number irrelevance principle (order of counting is not important) Subitizing (instant recognition) Balancing numbers (same / equals) Small number addition (how many altogether) More able / challenge Making , counting and naming groups of ten.				The Number Strand Counting and naming sets to 5. One to one correspondence (tagging / synchrony / tracking) Cardinality Stable order principle (they must be in a repeatable order and this stable order must be at least as long as the number of items that are to be counted) Conservation of number (quality does not change with physical rearrangement) Subitizing to 5 Counting on and back		The Number Strand Counting (naming sets 6-10) 1 more / 1 less as the next number (number after rule) Symbols / words for sets Numeral matching Abstraction principle (objects can be different sized or colour but still the same amount) Number irrelevance principle (order of counting is not important) Subitizing (instant recognition) Balancing numbers (same / equals) Small number addition (how many altogether) Making, counting and naming groups of objects	



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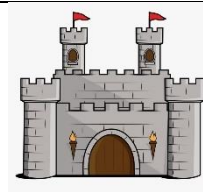

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Measure, shape and spatial thinking	Making and identifying patterns Playing with shapes or making arrangements with objects Matching objects. Categorising objects according to properties such as shape or size. Begins to use the language of size. (shorter / taller) Developing positional language Exploring Weight (Lighter / heavier) Exploring Capacity (full, empty, half full)	Shapes introduction to 2D shapes Continuing simple patterns	Making and identifying patterns Playing with shapes or making arrangements with objects Matching objects.	Categorising objects according to properties such as shape or size. Begins to use the language of size. (shorter / taller) Developing positional language Exploring Weight (Lighter / heavier) Exploring Capacity (full, empty, half full)	Shapes- 2D shapes Continuing simple patterns
3-4 year-olds will be learning to... (Development Matters)	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <ul style="list-style-type: none">• 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.• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...				



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PD Physical Development						
	All About Me / Autumn / People Who Help Us	Winter Wonderland	Our World and Beyond	All the Colours of the Rainbow	Once Upon a Time	The Garden of Life
PE Lessons Nursery and Reception	Fundamental movement Body management (EE)	Fundamental movement Body management (EE)	Creative movement Dance and Gymnastic (EE)	Cooperate and solve problems (EE)	Speed Agility Travel (EE)	Manipulation and coordination (EE)
	Ball Skills	Fitness	Dance	Working with Others	Throwing and Catching	Fun and Games
Self-Care	Children in Reception will further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> Lining up and queuing Mealtimes 					
Physical – gross / fine motor	Continuous Provision (outdoor provision – height blocks, balancing, bikes, scooters, parachute, easels, construction, digging – shoulder girdle strengthening) <u>Core skills / Stability Skills</u> Foot strengthening – walking on tiptoes, heels, outer feet Static and dynamic balance – static balance with aid, then without, balancing on various body parts. Shoulder girth stability exercises – push ups against a wall, drawing vertical lines by keeping arm straight and bending knees.		(outdoor provision – height blocks, balancing, bikes, scooters, parachute, easels, construction, digging – shoulder girdle, strengthening) <u>Core skills / Stability Skills</u> Foot strengthening – walking along lines on the floor Static and dynamic balance –balancing on various body parts, reducing number of contacts, 4-point kneeling position, high kneel position, half kneel positions. Shoulder girth stability exercises – pulling own weight along a bench, drawing circles and figures of 8 on a chalk board,		(outdoor provision – height blocks, balancing, bikes, scooters, parachute, easels, construction, digging – shoulder girdle strengthening) <u>Core skills / Stability Skills</u> Foot strengthening – picking up objects with toes Static and dynamic balance – leg and arm extensions, walking forwards, backwards and sideways Shoulder girth stability exercises – painting using a roller (weighted), use of bats to develop shoulder strength Body awareness exercises – sitting pull ups, log rolling holding a ball Movement from left to right – using hockey sticks to move	







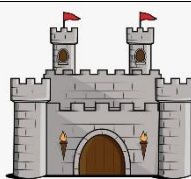

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	<p>Body awareness exercises – log rolling, statues, star jumps, push ups,</p> <p>Movement from left to right – using hockey sticks to move quoits</p> <p>Spatial awareness – distance practice moving around hoops.</p> <p>Manipulative skills – finger gym area (threading, posting, flicking, picking up, using tweezers, pinching) , simple ball games, large motor movements such as waving ribbons. Dressing toys</p> <p>Locomotive Skills Parachute Games / simple flat obstacle course</p>	<p>Body awareness exercises – log rolling with a ball, bunny hops, sitting push ups.</p> <p>Movement from left to right –passing objects from left to right in teams, skittles from left to right.</p> <p>Spatial awareness – wall rolling with a ball between their body and the wall</p> <p>Manipulative skills – finger gym area (threading, posting, flicking, picking up, using tweezers, pinching) simple ball games, large motor movements such as waving ribbons. Dressing toys.</p> <p>Locomotive Skills Parachute Games / obstacle course introducing some different in height. Jumping and hopping</p> <p>Stability Skills – statues – balancing on different body parts</p> <p>develop muscle strength, ball skills</p>	<p>quoits</p> <p>Spatial awareness – throwing bean bags 360 from them, knocking down skittles from various points.</p> <p>Manipulative skills – finger gym area (threading, posting, flicking, picking up, using tweezers, pinching), letter practise through practising scissor control, pencil grip at the top to make marks, developing spatial awareness through throwing</p> <p>Locomotive Skills Parachute Games / obstacle courses with increasing variety in heights and movement skills</p> <p>Running, walking, hopping and jumping changing direction as they travel, movement from left to right, bilateral motor movements, balls skills - kicking</p> <p>Stability Skills – dynamic balancing, shoulder girdle stability exercises,</p>
<p>3-4 year olds will be learning to... Dev Matters</p>	<ul style="list-style-type: none"> 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. 		



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<p>UW</p> <p>Understanding the World</p>						
	<p>All About Me / Autumn / People Who Help Us</p>	<p>Winter Wonderland</p>	<p>Our World and Beyond</p>	<p>All the Colours of the Rainbow</p>	<p>Once Upon a Time</p>	<p>The Garden of Life</p>
<p>Science</p>	<p>Animals including humans/ nocturnal animals Make observations of plants and animals. Show care and concern for living things and the environment Talk about plants Talking about human needs in terms of sleep, rest and relaxation. That the natural environment and world around them supports them to live and grow; Begin to understand the importance of a healthy diet.</p> <p>Sound / materials Understand that we hear sounds with our ears. Identify that sound can be</p>	<p>Seasonal changes/ freezing / materials/ Polar habitats Talk about natural and found objects Name some animals and plants from different habitats. Talk about the features of their own immediate environment and how environments might vary. That there are different natural environments around the world that have specific characteristics Asks questions about aspects of their familiar world. Investigate objects and materials by using all of their senses as appropriate.</p> <p>Sounds</p>	<p>Stars / space / light / Sound/ electricity Know some things need electricity to power them. Know that batteries provide electrical power. Develop observation skills and look closely at similarities, differences, patterns and change Begin to ask questions about why things happen and how things work. Begin to understand that there are things that scientists currently do not know. Animals including humans Explain what their five senses are Can name their 5 senses Begin to understand the importance of a healthy diet. Pets and vets – looking after</p>	<p>Seasonal change / light / materials water investigations Know that dark is the absence of light. Begin to understand that light comes from a light source. Begin to experiment with colour. Observe what happens to water when it is poured, sprinkled, mixed, stirred and squirted. Materials of clothing worn in different seasons. Investigate objects and materials by using all of their senses as appropriate. Talks about differences between materials and changes they notice.</p>	<p>Animals (underground) / plants / forces Make observations of plants and animals. Show care and concern for living things and the environment Talk about plants Begin to identify some similarities and differences in relation to living things Make observations about plants and explains why some things occur/change</p>	<p>Plants / materials Make observations of plants. Learn about the things that plants need in order to survive. Experience planting and taking care of plants. Investigate objects and materials by using all of their senses as appropriate. Know that temperature can change materials in both reversible and irreversible ways such as melting ice, chocolate or baking bread; Notice changes that happen in the natural world</p>



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	manipulated to make it louder or quieter. Show understanding that the natural environment and world around them supports them to live and grow;	Begin to understand that different materials make different sounds. Explore and investigate objects and materials using all senses Talk about differences between materials and changes they notice. Explore collections of materials, identifying similar and different properties	animals How to respect and care for the natural environment and all living things. Link to Spring and new life.	Explore collections of materials, identifying similar and different properties That there are four seasons across the year, and they affect temperature. Plants and animals react to seasons in the way they grow and their natural life cycles		
Working like a scientist.	Demonstrate curiosity about how things behave, ask questions about things to test, talk about ideas for testing how things behave, use senses to look closely at how things behave, carry out simple tests with adult support, use simple equipment to observe, talk about what they have done and what noticed					
History (Past and Present)	EYFS How their families and themselves have changed from the past / toys they used to play with when they were babies Olden day school games – compare to what we have and do today including rhyme games	EYFS Richard Weber – Arctic explorer – finding out about his 7 expeditions to the North Pole.	EYFS Famous people from the past - Neil Armstrong / Helen Sharman Piet Mondrian – Link to primary colours (EAD)	EYFS Famous people from the past – Henri Matisse – famous artist	EYFS Stories passed down - Traditional Tales Memories – discussing memories from our memory tree of their time in nursery, recalling events in own life.	EYFS Special events that have been celebrated in their own lives and those of their parents such as weddings, birthdays etc. Study of family history / family tree.
Geography (People, Culture and Communities)	Familiarisation with school grounds, making simple maps of outdoor areas and looking at the features and use of their environment use, using simple geographical vocabulary to refer to physical and human features Our local area.	Know that there are different countries in the world and study contrasting country – (Weather, homes, lifestyle)	Look at the world map. Simple study of contrasting countries around the world.	Weather – seasons – study of spring. Making simple maps and plans, treasure maps.	Simple study of a contrasting hot country. – Link to Handa's surprise	Weather – seasons – study of summer Summer holidays and day trips – looking at physical and human elements of places to visit.
RE	Special Books EYFS -Bring in their special / favourite books. invite a staff member to talk about a special book they		Special Times EYFS -Children to share their special objects from home. Ask parents to contribute by sending in photos of their special objects with reasons why		Special Places and Objects EYFS-Look at special times in children's lives – their birthday, holidays, first day of nursery / school. Discuss feelings associated with this. Special times	



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	<p>have. Look at different special books from different religions.</p> <p>RECEPTION Special People Children to talk about their families and make a button portrait. Take a walk into Ingleton – place of worship, shop, and a service (docs) ask people in the community to talk about what their jobs / roles are. Invite the head teacher / another teacher from school or a religious leader to come and talk about who is special to them, their beliefs and a little bit about themselves</p> <p>F1 Why is the word God so important to Christians?</p> <p>F2 Why do Christians perform Nativity plays at Christmas?</p>		<p>Being Special: where do we belong? Recall bible stories Share memories of special occasions What happens at a traditional Christian Baptism?</p> <p>RECEPTION Special Times Show the children a range of objects that would give clues to different times of the school day. Discuss why each signifies a special time. Ask children what special times they have at home and record in picture form with simple caption Watch a video about special times and focus on the clothes people wear. Plan and hold a celebration of the children’s choice – it could be a birthday. Hold a special times parent session to share all of the work they have done and share a special time with their family in school. F4: Being special: Where do we belong? Spring 2: F3 Why do Christians put a cross on an Easter Garden?</p>		<p>diary – in school and ask families to contribute to a home example</p> <p>RECEPTION Special Places Take a walk around the whole school building and talk about special places within school. Create a simple caption of their favourite. Visit a place of worship and talk about its features, explore the building. Think about our world being a special place – show lots of photos of fantastic people places etc chn to record their thinking. Work together to create a special area in the outdoor area or enchanted garden – it could be an existing one or creating a new area. Work together to create a special area in the classroom – it could be enhancing an existing one or creating a new area</p> <p>F6 Which stories are special and why?</p> <p>F5 Which places are special and why?</p>	
RE Celebrations	<p>Studies through links and patterns in their own experiences, showing curiosity about objects, events and people, using sense to explore the world around them, representing experiences in play, acting out experiences of others. Recall events from Bible stories shared in collective worship. Perform in the Nativity at Christmas. Take part in church services for Harvest, Christmas and Easter.</p> <p>When possible, invite guests from the local area to talk about their different faiths and communities.</p>					
	Judaism - Rosh Hashana Hinduism – Onam Christianity – Christmas (December) Islam - Mawlid al-Nabi (October) Sikhism – Guru Nanak Urparab (November)		Buddhism – Bodhi day (Jan) Hinduism – Rama Navami Hinduism – Holi (Colour run?) Christianity – Easter Sikhism – Nam Karan		Hinduism – Raksha Bandhan Buddhism – Wesak (May) Judaism - Shavout Islam - Dhu Al-Hijja Christianity – Bible stories	
Technology	EYFS Internet safety Operating simple equipment such as CD players Show skill in making toys works such as pressing a button Use cameras on Ipad Made a book on iPads about sounds at school Recording stories / verbal	EYFS Knowing that we can use the internet to help us find things out. Purple Mash Activities: 2beat, 2 paint a picture	EYFS Internet safety Day Interact with age appropriate software Purple Mash Activities: 2beat, 2 paint a picture	EYFS Interact with age appropriate software Purple Mash Activities: 2beat, 2 paint a picture	EYFS Interact with age appropriate software Purple Mash Activities: 2beat, 2 paint a picture	EYFS Interact with age appropriate software Purple Mash Activities: 2beat, 2 paint a picture



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	instructions. Purple Mash Activities: 2beat, 2 paint a picture					
Festivals and themed days	Harvest Festival Roald Dahl Day British Food Fortnight Black History Month World Smile Day	Halloween Bonfire Night Children's Day	Chinese New Year Shrove Tuesday Mother's Day Safer internet day Valentine's day Mental Health Awareness Comic Relief	Fair Trade Fortnight World Book Day Science week	World environment day / World Oceans Day National Pet Month World Health Day National Numeracy Day	Father's Day Children's Art Day National Insect Week
Parental Involvement	Meet the Teacher Workshop Stay and Play Harvest service	Stay and Play Nativity Parent Consultation	Educational visit ?	Stay and Play Parent Consultation Easter service	Stay and Play Library Time Transition Meetings	Stay and Play Parent Consultation Summer Educational Visit
3-4 Year-olds will be learning to.. (Dev Matters)	-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.					



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EAD Expressive Arts and Design						
	All About Me / Autumn / People Who Help Us	Winter Wonderland	Our World and Beyond	All the Colours of the Rainbow	Once Upon a Time	The Garden of Life
Creating with Materials Art	Draw using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Drawing: revising and extending the use of tools, drawing simple shades, blending, smudging and making marks	Paint using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Painting: different textures and colours, colour patterns, mixing colours and shading, drawing with a brush Artist Study - Kandinsky	Print using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Printing: bit and little dots, prints that make patterns, printing on and off, combing shapes and textures. Artist study –Mondrian – Primary colours	Cut and stick using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Collage: making holes, cutting up strips, cutting up shapes, cutting mouldable materials, following a cutting line Artist Study - Matisse	3D and Mouldable Materials: Filling up given spaces, making 3D shapes with paper, changing and arranging tubes, cutting 3D shapes up and sticking. Artist study: Andy Goldsworthy (3D natural art)	Textiles: weaving in and out, sewing on bubble wrap, ribbon collages, linking shapes. Dream catchers
Creating with Materials DT	Creating sculptures of Themselves and characters from a story using modelling Clay and wood (Forest School) Outside cooking – Forest school Self-initiated / Creating a 3D form of themselves using their choice of 3D materials.	Planning and creating junk model transport, explain their design, describing the process verbally and using tools safely. OR Creating a 3D frozen land landscapes using their choice of 3D materials – (whole class task)	Planning and creating a 3D form of a space vehicle using reclaimed materials. (reclaimed or construction)	Planning and creating a new plant design using materials of their choice. TBC Creating a 3D bridge using their choice of 3D materials	Planning, designing and 3D model making of structures, Group planning and making the Three Little Pigs Homes – large scale bridges/towers Dream catchers	Planning and creating a creature using natural Materials. Group planning and making a bird feeder or bug hotels



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Music Being Imaginative and Expressive	Sing a range of well-known nursery rhymes and songs Performs songs with others. Try to move in time to the music. Autumn themed songs Bringing Us Together/ 'Me' (Charangha) Genres: Jazz	Sing a range of well-known nursery rhymes and songs Performs songs with others. Try to move in time to the music. Weather themed songs Christmas songs Genres: Easy listening	Sing a range of well-known nursery rhymes and songs Performs songs with others. Try to move in time to the music. Colour themed songs Charangha unit – Everyone! Genres: Rock and Roll	Sing a range of well-known nursery rhymes and songs Performs songs with others. Try to move in time to the music. Space themed songs. Charangha unit – Everyone! Genres: Electronic / Indian	Sing a range of well-known nursery rhymes and songs Performs songs with others. Try to move in time to the music. Nature themed songs. Charangha unit – Big Bear Funk (Transition unit) Genres: Folk Music	Sing a range of well-known nursery rhymes and songs Performs songs with others. Try to move in time to the music. Traditional Tale themed songs. Charangha – Reflect, rewind, play Genres: Classical
3-4 Year-olds will be learning to... (Dev Matters)	<ul style="list-style-type: none">• 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, 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. <ul style="list-style-type: none">• Listen with increased attention to sounds.• Respond to what they have heard, expressing their thoughts and feelings.• Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match').• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.• Create their own songs or improvise a song around one they know.• Play instruments with increasing control to express their feelings and ideas.					