









PSED						
	All About Me Autumn	Winter Wonderland	All the Colours of the Rainbow	Our World and Beyond	The Garden of Life	Once Upon A Time
Core Themes	Living in the Wider World		Health and Wellbeing		Relationships	
	<p><b>Pupils should have the opportunity to learn:</b> 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><b>Pupils should have the opportunity to learn:</b> 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><b>Pupils should have the opportunity to learn:</b> 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><b><u>Self-Regulation</u></b> 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><b><u>Managing Self</u></b> 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><b><u>Building relationships</u></b> 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>					



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.



## Ingleton CE Primary School – EYFS Nursery Curriculum



CL  Communication & Language						
Themes	All About Me Autumn	Winter Wonderland	All the Colours of the Rainbow	Our World and Beyond	The Garden of Life	Once Upon A Time
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"><li>• New vocabulary; introduced through core texts, stories, Sounds Write and 'Word of the Day' – (Vocabulary Ninja)</li><li>• '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.</li><li>• Role play – life area / themed role play and puppet theatre for retelling. (Modelled, self-initiated and supported)</li><li>• Conversations modelled. Children's sentences copied back to them including more / a higher level of vocabulary.</li><li>• Small group conversations with peers and teacher</li><li>• Development of full sentence use (modelled and MTYT strategy and stem sentences)</li><li>• Snack time used for language development of manners / full sentences / peer questioning</li><li>• Ten second rule used by all staff allowing children an appropriate thinking and response time to questions.<ul style="list-style-type: none"><li>• Non-verbal communication cards for behaviour expectations.</li></ul></li><li>• Listening, attention and social communication skills</li></ul>					
3-4 yr olds will be learning to...  (Dev. Matters)	<ul style="list-style-type: none"><li>• Enjoy listening to longer stories and can remember much of what happens.</li><li>• Pay attention to more than one thing at a time, which can be difficult.</li><li>• Use a wider range of vocabulary.</li><li>• Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li><li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li><li>• Sing a large repertoire of songs.</li><li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li><li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li></ul>					









- 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."



## Ingleton CE Primary School – EYFS Nursery Curriculum



Literacy						
Themes	All About Me Autumn	Winter Wonderland	All the Colours of the Rainbow	Our World and Beyond	The Garden of Life	Once Upon A Time
Core Texts  Write Stuff Units (Reception)	<b>We're Going on a Bear Hunt</b> (Adventure narrative) <b>Perfectly Normal</b> (Narrative PSHE) <b>Rosie's walk</b> (Narrative – Science/ UW) <b>All aboard the London Bus</b> (Narrative UW/Geography )	<b>Poppies</b> (Narrative/Remembrance Day) <b>Lost and Found</b> (Narrative – PSHE) <b>Penguins – National Geographic</b> (Non-fiction/UW)	<b>The Rainbow Fish</b> (Narrative/ PSHE) <b>Katie and the Sunflowers</b> (Narrative/ EAD/UW) <b>The Proudest Blue</b> (Narrative/ RE/UW)	<b>What We'll build</b> (Non-Fiction/Geography/ UW) <b>If Sharks Disappear</b> (Non-fiction/ Geography/ US)	<b>The Snail and the Whale</b> (Non-fiction/ UW/PSHE) <b>Handa's Surprise</b> (Narrative/Geography/UW) <b>Chocolate Mud Cake</b> (Non-fiction/DT)	<b>Jack and the Jellybean stalk</b> Narrative/Trad Tale/ UW <b>Pigs Might Fly</b> Narrative/ Trad Tale/ PSHE <b>Ruby's Worry</b> Narrative/ PSHE <b>How to Catch a Star</b> Narrative/PSHE/EAD
Other EYFS Text stimuli	<b>Age 3-4</b> We're Going on a Leaf Hunt, Fletcher's Leaves, Autumn, The Leaf Man, Books about Harvest, Nursery Rhymes  <b>RECEPTION</b> Funny bones Stick man Monkey puzzle The Mega magic hair swap Only One You All kinds of people, Town mouse and country mouse	<b>Age 3-4</b> Lost and Found, Little Penguin Lost, The Not So Brave Penguin, Be Brave Little Penguin, The Snowman,  <b>RECEPTION</b> Emergency Detective dog Where the wild things are Polar express Master Track's train <b>Where the Wild Things Are</b> Stickman Christmas Jolly Postman	<b>Age 3-4</b> The Rainbow Fish The Colour Monster, Elmer Little Red Riding Hood, Mouse Paint Matisse's Magical Snail Noah's Ark Bears Love Colour  <b>RECEPTION</b> The Blue Balloon Harry and a bucketful of dinosaurs Dinosaur safari The dinosaur that pooped a planet Dinosaurs Dinosaurs love underpants Top Dinosaurs Fossils	<b>Age 3-4</b> 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 <b>RECEPTION</b> Big cats We're Going on a Lion Hunt Giraffes can't dance We're all going on safari Safari animals Jane Goodall Gorillas Rumble in the jungle In the jungle Night monkey, day	<b>Age 3-4</b> 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,  <b>RECEPTION</b> Butterfly lifecycle The butterfly Grow your own butterfly farm Seeds to sunflower Egg to bee The greedy bee Franklin frog Titch Tadpole to frog	<b>Age 3-4</b> 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  <b>RECEPTION</b> The Singing Mermaid Ocean Explore Seashore The Sea Book The Lighthouse Keeper's Lunch Fry to Seahorse Sharing a Shell; Commotion in the Ocean Happy in our Skin









				monkey Rumble in the jungle		
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"><li>• Dialogic Reading – a story per week as a focus for language activities with a daily story.</li><li>• Poems / rhymes / non-fiction and fiction books balanced across the week and used to embed new words.</li><li>• Daily Storytime (at least one per day on top of the weekly text)</li><li>• Comprehension via questioning.</li></ul>					
Individual reading	<ul style="list-style-type: none"><li>• Weekly library session</li><li>• Read to by older children.</li><li>• Read and Relax area in the nursery environment / reading tent to encourage children’s interest in books.</li><li>• Outdoor read and relax area.</li><li>• Resources labelled with pictures / words</li></ul>					
Modelled reading/ parent support	<ul style="list-style-type: none"><li>• Termly reading themed stay and play sessions.</li><li>• Themed days such as World Book Day.</li><li>• Reading weekly homework (picture to discuss with key questions).</li></ul>					
Phonics	Sound Discrimination Environmental Sounds	Sound Discrimination Instrumental Sounds	General Sound Discrimination Body Percussion	Rhythm and Rhyme	Alliteration and if ready begin Sounds Write <b><u>THE INITIAL CODE</u></b> <b><u>Skills:</u></b> To segment, blend and manipulate sounds in words with the structure: CVC <b><u>Code:</u></b> Unit 1 a, l, m, s, t Unit 2 n, o, p Unit 3 b, c, g, h	





					Unit 4 d, e, f, e Unit 5 k, l, r, u Unit 6 j, w, z Unit 7 x, y, ff, ll, ss, zz <b><u>Conceptual knowledge:</u></b> Sounds can be represented by spellings with one letter	
<b>Writing provision</b>	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			
<b>Core Texts</b>	We're Going on a Bear Hunt	<b>Penguin</b>	<b>A Perfect Day</b>	<b>Whatever Next</b>	<b>The Very Hungry Caterpillar</b>	<b>A Royal Hullabaloo</b>
<b>3-4 year-olds will be learning to... (Dev. Matters)</b>	<ul style="list-style-type: none"><li>• 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</li><li>• 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</li><li>• Engage in extended conversations about stories, learning new vocabulary.</li><li>• 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.</li><li>• Write some or all of their name.</li><li>• Write some letters accurately</li></ul>					









Maths												
	All About Me Autumn		Winter Wonderland		All the Colours of the Rainbow		Our World and Beyond		The Garden of Life		Once Upon A Time	
White Rose Maths (REC)	Getting to know you Baseline Assessment s	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	<b>Pre-Number Strand</b> 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.		<b>The Number Strand</b> 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		<b>The Number Strand</b> 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)  <b>More able / challenge Making</b> , counting and naming groups of ten.							
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				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			Shapes- 2D shapes Continuing simple patterns



# Ingleton CE Primary School – EYFS Nursery Curriculum

	Exploring Weight (Lighter / heavier) Exploring Capacity (full, empty, half full)			(Lighter / heavier) Exploring Capacity (full, empty, half full)	
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"> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities using language: 'more than', 'fewer than'.</li> <li>• 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'.</li> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>• Combine shapes to make new ones – an arch, a bigger triangle etc.</li> <li>• 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.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...</li> </ul>				









<b>PD</b> Physical Development						
	All About Me Autumn	Winter Wonderland	All the Colours of the Rainbow	Our World and Beyond	The Garden of Life	Once Upon A Time
<b>PE</b> Lessons						
<b>Self-Care</b>	Children in Reception will further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> <li>• Lining up and queuing</li> <li>• Mealtimes</li> </ul>					
<b>Physical</b> – gross / fine motor	<p><b>Continuous Provision in the Hive</b> (outdoor provision – height blocks, balancing, bikes, scooters, parachute, easels, construction, digging – shoulder girdle strengthening) <u><b>Core skills / Stability Skills</b></u> <b>Foot strengthening</b> – walking on tiptoes, heels, outer feet Static and dynamic balance – static balance with aid, then without, balancing on various body parts. <b>Shoulder girth stability exercises</b> – push ups against a wall, drawing vertical lines by keeping arm straight and bending knees. <b>Body awareness exercises</b> – log rolling, statues, star jumps, push ups, <b>Movement from left to right</b> – using hockey sticks to move quoits <b>Spatial awareness</b> – distance practice moving around hoops. <b>Manipulative skills</b> – finger gym area (threading, posting, flicking, picking up, using tweezers, pinching) , simple ball games, large motor movements such as waving ribbons. Dressing toys <b>Locomotive Skills</b> Parachute Games / simple flat obstacle course</p>		<p>(outdoor provision – height blocks, balancing, bikes, scooters, parachute, easels, construction, digging – shoulder girdle strengthening) <u><b>Core skills / Stability Skills</b></u> <b>Foot strengthening</b> – walking along lines on the floor <b>Static and dynamic balance</b> –balancing on various body parts, reducing number of contacts, 4-point kneeling position, high kneel position, half kneel positions. <b>Shoulder girth stability exercises</b> – pulling own weight along a bench, drawing circles and figures of 8 on a chalk board, <b>Body awareness exercises</b> – log rolling with a ball, bunny hops, sitting push ups. Movement from left to right –passing objects from left to right in teams, skittles from left to right. <b>Spatial awareness</b> – wall rolling with a ball between their body and the wall <b>Manipulative skills</b> – finger gym area (threading, posting,</p>		<p>(outdoor provision – height blocks, balancing, bikes, scooters, parachute, easels, construction, digging – shoulder girdle strengthening) <u><b>Core skills / Stability Skills</b></u> <b>Foot strengthening</b> – picking up objects with toes Static and dynamic balance – leg and arm extensions, walking forwards, backwards and sideways <b>Shoulder girth stability exercises</b> – painting using a roller (weighted), use of bats to develop shoulder strength Body awareness exercises – sitting pull ups, log rolling holding a ball <b>Movement from left to right</b> – using hockey sticks to move quoits <b>Spatial awareness</b> – throwing bean bags 360 from them, knocking down skittles from various points. <b>Manipulative skills</b> – 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 <b>Locomotive Skills</b> Parachute Games / obstacle courses with increasing variety in heights and movement skills Running, walking, hopping and jumping changing direction</p>	



## Ingleton CE Primary School – EYFS Nursery Curriculum

		<p>flicking, picking up, using tweezers, pinching) simple ball games, large motor movements such as waving ribbons. Dressing toys.</p> <p><b>Locomotive Skills</b> Parachute Games / obstacle course introducing some different in height. Jumping and hopping</p> <p><b>Stability Skills</b> – statues – balancing on different body parts</p> <p>develop muscle strength, ball skills</p>	<p>as they travel, movement from left to right, bilateral motor movements, balls skills - kicking</p> <p><b>Stability Skills</b> – dynamic balancing, shoulder girdle stability exercises,</p>
<p><b>3-4 year olds will be learning to...</b></p> <p><b>Dev Matters</b></p>	<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• 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.</li> <li>• 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.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>		



<p><b>UW</b></p> <p>Understanding the World</p>						
	<p>All About Me Autumn</p>	<p>Winter Wonderland</p>	<p>All the Colours of the Rainbow</p>	<p>Our World and Beyond</p>	<p>The Garden of Life</p>	<p>Once Upon A Time</p>
<p><b>Science</b></p>	<p><b>Animals including humans/ nocturnal animals</b></p> <p>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><b>Sound / materials</b></p> <p>Understand that we hear sounds with our ears. Identify that sound can be</p>	<p><b>Seasonal changes/ freezing / materials/</b></p> <p>Polar habitats</p> <p>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</p> <p>Asks questions about aspects of their familiar world. Investigate objects and materials by using all of their senses as appropriate.</p> <p><b>Sounds</b></p> <p>Begin to understand that different materials make</p>	<p><b>Seasonal change / light / materials</b></p> <p>water investigations</p> <p>Know that dark is the absence of light. Begin to understand that light comes from a light source. Begin to experiment with colour.</p> <p>Observe what happens to water when it is poured, sprinkled, mixed, stirred and squirted.</p> <p>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>Explore collections of materials, identifying similar and different properties</p>	<p><b>Stars / space / light / Sound/ electricity</b></p> <p>Know some things need electricity to power them. Know that batteries provide electrical power.</p> <p>Develop observation skills and look closely at similarities, differences, patterns and change</p> <p>Begin to ask questions about why things happen and how things work.</p> <p>Begin to understand that there are things that scientists currently do not know.</p> <p><b>Animals including humans</b></p> <p>Explain what their five senses are</p>	<p><b>Animals (underground) / plants / forces</b></p> <p>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><b>Plants / materials</b></p> <p>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.</p> <p>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>



## Ingleton CE Primary School – EYFS Nursery Curriculum

	manipulated to make it louder or quieter.  Show understanding that the natural environment and world around them supports them to live and grow;	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	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	Can name their 5 senses Begin to understand the importance of a healthy diet. Pets and vets – looking after animals How to respect and care for the natural environment and all living things. Link to Spring and new life.		
<b>Working like a scientist.</b>	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					
<b>History</b> (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 – Henri Matisse – famous artist  Piet Mondrian – Link to primary colours (EAD)	EYFS Famous people from the past - Neil Armstrong / Helen Sharman	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.	EYFS Stories passed down - Traditional Tales Memories – discussing memories from our memory tree of their time in nursery, recalling events in own life.
<b>Geography</b> (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)	Weather – seasons – study of spring. Making simple maps and plans, treasure maps.	Look at the world map. Simple study of contrasting countries around the world.	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.
<b>RE</b>	<b>Special Books</b> <b>EYFS Age 3-4</b> Bring in their special / favourite books. invite a staff member to talk about a special book they have. Look at different special books from different religions.		<b>Special Objects</b> <b>EYFS Age 3-4</b> Children to share their special objects from home. Ask parents to contribute by sending in photos of their special objects with reasons why		<b>Special Times</b> <b>EYFS Age 3-4</b> Look at special times in children's lives – their birthday, holidays, first day of nursery / school. Discuss feelings	



# Ingleton CE Primary School – EYFS Nursery Curriculum

	<b>Special People</b> <b>RECEPTION</b> 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		<b>Special Places</b> <b>RECEPTION</b> 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		associated with this. Special times diary – in school and ask families to contribute to a home example <b>Special Times</b> <b>RECEPTION</b> 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.	
<b>RE Celebrations</b>	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. When possible, invite guests from the local area to talk about their different faiths and communities.					
	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	
<b>Technology</b>	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 instructions. Purple Mash Activities: 2beat, 2 paint a picture	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
<b>Festivals and themed days</b>	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	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











# Ingleton CE Primary School – EYFS Nursery Curriculum

			Mental Health Awareness Comic Relief			
<b>Parental Involvement</b>	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
<b>3-4 Year-olds will be learning to..  (Dev Matters)</b>	-Use all their senses in hands-on exploration of natural materials. <ul style="list-style-type: none"> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Explore how things work.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Talk about the differences between materials and changes they notice.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>					



<b>EAD</b> Expressive Arts and Design						
	All About Me Autumn	Winter Wonderland	All the Colours of the Rainbow	Our World and Beyond	The Garden of Life	Once Upon A Time
<b>Creating with Materials Art</b>	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 <b>Artist Study</b> - 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. <b>Artist study</b> –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 <b>Artist Study</b> - Matisse	3D and Mouldable Materials: Filling up given spaces, making 3D shapes with paper, changing and arranging tubes, cutting 3D shapes up and sticking.  <b>Artist study:</b> Andy Goldsworthy (3D natural art)	Textiles: weaving in and out, sewing on bubble wrap, ribbon collages, linking shapes.  Dream catchers
<b>Creating with Materials DT</b>	Creating sculptures of Themselves and characters from a story using modelling Clay. 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 new plant design using materials of their choice. <b>TBC</b> Creating a 3D bridge using their choice of 3D materials	Planning and creating a 3D form of a space vehicle using reclaimed materials. (reclaimed or construction)	Planning and creating a creature using natural Materials. Group planning and making a bird feeder	Outside cooking – Forest school Planning, designing and 3D model making of structures, Group planning and making the Three Little Pigs Homes – large scale bridges/towers Dream catchers
<b>Music</b> 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	Sing a range of well-known nursery rhymes and songs Performs songs with others. Try to move in time to the	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	Sing a range of well-known nursery rhymes and songs Performs songs with	Sing a range of well-known nursery rhymes and songs Performs songs with others. Try to move in time to the	Sing a range of well-known nursery rhymes and songs Performs songs with others. Try to move in time to the



## Ingleton CE Primary School – EYFS Nursery Curriculum

	<p>music. Autumn themed songs</p> <p>Bringing Us Together/ 'Me' (Charangha)</p> <p>Genres: Jazz</p>	<p>music. Weather themed songs</p> <p>Christmas songs</p> <p>Genres: Easy listening</p>	<p>Charangha unit – Everyone!</p> <p>Genres: Rock and Roll</p>	<p>others. Try to move in time to the music. Space themed songs.</p> <p>Charangha unit – Everyone!</p> <p>Genres: Electronic / Indian</p>	<p>music. Nature themed songs.</p> <p>Charangha unit – Big Bear Funk (Transition unit)</p> <p>Genres: Folk Music</p>	<p>music. Traditional Tale themed songs.</p> <p>Charangha – Reflect, rewind, play</p> <p>Genres: Classical</p>
<p><b>3-4 Year-olds will be learning to...</b></p> <p><b>(Dev Matters)</b></p>	<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Explore different materials freely, develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> </ul> <p>Explore colour and colour-mixing.</p> <ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>					