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| A logo of a school  Description automatically generated | **EYFS Progression of Skills and Knowledge (Nursery and Reception) 2023-2024** | | | | | | | | | |
| ‘The Early Years Foundation Stage (EYFS) sets the standards that all early years’ providers must meet to ensure that children learn and develop well, and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.’ | | | | | | | | | |
| **Overarching philosophy** | | | | | | | | | | |
| We follow an approach which offers ample opportunities for a child-led learning style, and which therefore promotes those ‘I wonder’ questions that stem from children’s interests. Group discussion, individual dialogues and appropriate resources within Continuous Provision provide children with a scaffolding in which they may search for answers to their questions and explore ideas safely. Careful observations deepen staff awareness of children’s current knowledge and understanding which leads to relevant and tailored enhancements that excite and challenge, and enable children to move forwards on their learning journey. Adults aim to widen a child’s world primarily through vocabulary rich interactions and conversations, careful and accurate modelling within meaningful contexts and an abundance of opportunities in which to practise and embed skills learnt. | | | | | | | | | | |
| **This document maps out the progression of skills and knowledge from Autumn 1 to Summer 2 for each area of learning both prime and specific. It also sets out the Curriculum Plan and Continuous Provision enhancements which will build on and deepen children’s understanding and wider knowledge.** | | | | | | | | | | |
| **EYFS Learning Programmes** | | | | | | | | | | |
| Throughout the year a variety of learning programmes are used to enhance experiences, communication, and promote a wider understanding of the world and sense of self. These may include:  **Yoga** *- Cosmic Kids*  **Master the curriculum Maths Programme**  **Read Write Inc and Reading** - *Many opportunities to explore and engage in stories. Weekly visits to the library, story times with older peers within the school community, listening to stories from other adults, taking part in focused activities, relating to their favourite stories, visits from authors and illustrators, visiting settings from their favourite stories.*  **Let’s Move** - *Focused activities to learn PD skills in a PE style lesson. Including music and movement from BBC programme, GoNoodle and Wake and Shakes.*  **Kapow** - *to support UW, EAD*  **Nature rangers** *- Understanding and respect for nature, wildlife and the outdoors (Big birdwatch, 30 days wild, animal awareness days, recycling and pollution)*  **Let’s Cook** *- Using key skills and developing all areas of EYFS framework through cooking and baking, healthy eating and understanding where food comes from.*  **Outside Learning** *- Using all senses and exploring natural objects and resources in an outdoor woodland classroom.*  **Oral Health** *- awareness of dental hygiene, visits from the dentist, visits to the dental surgery, learning to brush teeth.*  **World explorers -** *Celebrating world cultures and traditions. Exploring real artefacts, learning languages, listening, singing and performing a variety of songs, cooking and tasting different foods. Understanding and awareness of diversity and cultural differences.* | | | | | | | | | | |
| **Communication and Language** | | | | | | | | | | |
| **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.  **ELG 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. | | | | | | | | **KS1 links**  Apply phonic knowledge, combine words to make sentences, sequencing sentences, listen and respond, ask questions, build vocabulary, describe, maintain attention and participate (in discussion, role play etc), explore ideas, speak audibly, participate in role play etc, gain attention of listener, consider viewpoints, use appropriate registers. | | |
| **Key Questions**  **(I Wonder…)** | | | **Autumn 1**  Who am I, who are you? | **Autumn 2**  What is celebrated? | | **Spring 1**  What animals are in the world? | | **Spring 2**  How do things move? | **Summer 1**  What grows? | **Summer 2**  Who helps us? |
| **Listening, attention and understanding** | | Nursery | Enjoy listening to longer stories and remember much of what happens. Pay attention to more than one thing at a time. | | | | | |  | |
|  | | | | Understand a question or instruction that has two parts. Understand ‘why’ questions. Listen to and talk about stories to build familiarity and understanding. | | | |
| Reception | Understand how to listen carefully and why listening is important. Learn rhymes and songs. Engage in non-fiction books. Engage in story times. Retell stories, some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. | | | | | |  |  |
|  | | | Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | | | | |
|  |  | |  | | Ask questions to find out more and to check for understanding (why, what, how, who, where and when). | | |
| **Speaking** | | Nursery | Be able to express a point of view. Start a conversation with an adult or a friend. | | | | |  |  |  |
|  | Develop social phrases and pronunciation. Use a wider range of vocabulary | | | | | | |
|  |  | | Describe events in some detail. | | |  |  |
|  | | Debate with an adult or a friend, using words as well as actions. Continue a conversation for many turns. 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 emergent communication. | | | | | |
| Reception | Learn new vocabulary and use new vocabulary throughout the day. | | | | |  |  |  |
|  | Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. | | | | | |  |
|  | Ask questions to find out more and to check own understanding. | | | | | | |
|  | | | Use new vocabulary in different contexts. Connect one idea or action to another using a range of connectives. Articulate their ideas and thoughts in well-formed sentences. | | | | |
| Skills specifically taught | | | Topic specific vocab each half term. Speaking to audiences of increasing size during the year. Sequencing an increasing number of parts when describing a narrative or recalling past events. Responding correctly to 2-step instructions of increasing complexity. Looking at the speaker when being spoken to, answering in sentences which increase in detail. Modelling the use of an increasing range of connectives when speaking, modelling good diction and enunciation. | | | | | | | |

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| **Personal, Social and Emotional Development** | | | | | | | | | |
| **ELG Self - Regulation**  ∙ Show an understanding of  own feelings and those of others, and begin to regulate behaviour accordingly.  ∙ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  ∙ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  **ELG Managing Self**  ∙ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.   ∙ Explain the reasons for rules, know right from wrong and try to behave accordingly.   ∙ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  **ELG Building Relationships**  ∙ 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 | | | | | **KS1 links**  Confidence and responsibility, active role as citizens, healthy safe lifestyle, good relationships and respect, opportunities.  PSHE | | | | |
| **Key Questions**  **(I Wonder…)** | | **Autumn 1**  Who am I, who are you? | **Autumn 2**  What is celebrated? | **Spring 1**  What animals are in the world? | **Spring 2**  How do things Move? | | **Summer 1**  What grows? | | **Summer 2**  Who helps us? |
| **Self Regulation** | Nursery | Select and use activities and resources, with help when needed to achieve a goal. | | |  | |  | |  |
|  |  | Develop appropriate ways of being assertive. Talk about their feelings using simple words. | | | | | |
| Become more outgoing with unfamiliar people, in the safe context of their setting. | | | |  | |  | |
|  |  |  | Show more confidence in new social situations. | | | | |
| Reception | Identify and moderate their own feelings socially and emotionally. | | |  | |  | |  |
|  | Express own feelings. | | | |  | |  |
|  |  | Show resilience and perseverance in the face of challenge. | | | | | |
|  |  |  | See themselves as a valuable individual. | | | | |
| **Managing Self** | Nursery | Be increasingly independent in meeting their own care needs. | | |  | |  | |  |
|  |  | Make healthy choices about food, drink, activity and toothbrushing. | | | | | |
| Increasingly follow rules, understanding why they are important. | | | | |  | |  |
|  |  |  | Remember rules without needing an adult to remind them | | | | |
| Reception | Manage own needs (eg personal hygiene) | | |  | |  | |  |
|  |  | Know and talk about different factors that support health and well-being. | | | | | |
| **Building Relationships** | Nursery | Play with one or more other children, extending and elaborating play ideas. | | |  | |  | |  |
|  | Talk with others to solve conflicts. Gradually develop empathy. | | | |  | |  |
|  |  | Find solutions to conflicts and rivalries, and suggest other ideas. | | | | | |
|  |  |  | Develop their sense of responsibility and membership of a community. | | | | |
| Reception | Express feelings and consider the feelings of others. | | |  | |  | |  |
|  | Think about the perspectives of others and consider the feelings of others. | | | | | |  |
|  |  | Build constructive and healthy relationships. | | | | | |
| Skills specifically taught | | Modelling talking about oneself using positive language. Teach appropriate vocabulary and model self-expression. Model and demonstrate social language. Healthy eating, lifestyles etc. Zips, laces, putting on coats etc. Personal hygiene: effective hand washing. | | | | | | | |

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| **Physical Development** | | | | | | | |
| **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.  **ELG 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, paintbrushes and cutlery.  Begin to show accuracy and care when drawing. | | | | | **KS1 links**  Movement, team games, dance.  Agility, balance and coordination. | | |
| **Key Questions**  **(I Wonder…)** | | **Autumn 1**  Who am I, who are you? | **Autumn 2**  What is celebrated? | **Spring 1**  What animals are in the world? | **Spring 2**  How do things move? | **Summer 1**  What grows? | **Summer 2**  Who helps us? |
| **Gross Motor Skills** | Nursery | Develop movement: balancing, riding (scooters etc) and ball skills. | |  |  |  |  |
|  | Go up steps etc, climb apparatus using alternate feet. | | |  |  |
|  |  | Skip, hop, stand on one leg and hold pose for sustained time. | | |  |
|  |  |  | Use and remember sequences and movement patterns related to music and rhythm. | | |
|  |  |  |  | Choose and match own skills to tasks. | |
| Use large muscle movements to wave flags etc, paint and make marks. | | |  |  |  |
|  | Start taking part in some group/team activities of own design. | | |  |  |
|  |  | Select and adapt appropriate resources to carry out plan. | | |  |
|  |  |  | Collaborate with others to manage/move large items. | | |
| Reception | Refine fundamental movement skills (hopping, skipping, running, jumping, climbing etc) | | |  |  |  |
|  | Develop a more fluent style of moving: control and grace. | | |  |  |
|  |  |  | Develop overall body strength, coordination, balance and agility to engage successfully in future PE disciplines. | | |
| Develop and refine a range of ball skills (throwing, catching, kicking, aiming) | | | |  |  |
|  |  | Develop confidence, competence, precision and accuracy with ball activities. | | | |
|  |  |  | Develop skills to manage school day (eg lining up). | | |
|  | Use core muscle strength to achieve good posture when sitting at a table or on the floor. | | |  |  |
|  |  | Confidently and safely use large and small apparatus, alone and in a group. | | | |
|  |  |  | Combine different movements with ease and fluency. | | |
| **Fine Motor skills** | Nursery | Use one-handed tools and equipment (eg scissors) | | |  |  |  |
|  | Use a comfortable grip with increasing control when holding pens and pencils. | | |  |  |
|  |  | Show a preference for a dominant hand. | | | |
| Be increasingly independent when getting dressed/undressed (buttons zips etc). | | | | | |
| Reception | Use a range of tools independently, safely and confidently. | | | |  |  |
|  |  | Develop the foundations of a fast, accurate and efficient writing style. | | | |
| Skills specifically taught | | Skipping, hopping, using skipping ropes. Pencil grip. Letter formation. Scissor skills. Throwing and catching a ball eg using hands to catch effectively. | | | | | |

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| **Literacy** | | | | | | | | | | | | |
| **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, nonfiction, rhymes and poems and during role play.  **ELG 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.  **ELG 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 other.  RWI making a strong start from day 1. | | | | | | **KS1 links**  Apply phonic knowledge, words combine to make sentences, sequencing sentences, listen and respond, ask questions, build vocabulary, describe, maintain attention, and participate, explore ideas, speak audibly, participate in role play etc, gain attention of listener, consider viewpoints, use appropriate registers.  Capital letters, full stops, spaces.  Blend sounds, read common words, re-read books, develop pleasure in reading, understand books and stories, explain understanding, participate in discussion, discuss word meanings, make inferences, predict. discuss non-fiction.  Begin to form letters, hold pencil comfortably and correctly, say out loud what they want to write about, re reading, discuss what they have written.  From digits 1 -9. | | | | | | |
| **Key Questions**  **(I Wonder…)** | | **Autumn 1**  Who am I, who are you? | | **Autumn 2**  What is celebrated? | **Spring 1**  What animals are in the world? | **Spring 2**  How do things move? | | **Summer 1**  What grows? | | | **Summer 2**  Who helps us? | |
| **Comprehension** | Nursery | Spot and suggest rhymes. | | | |  | |  | | |  | |
|  | | Count or clap syllables in words. | | | |  | | |  | |
|  | |  | Recognise words with the same initial sound. | | | | | | | |
|  | | Enjoy an increasing range of stories, joining in with familiar ones. | | | | | Begin to have favourite stories. | | | |
|  | |  |  | Engage in extended conversations about stories, learning new vocabulary. | | | | | | |
| Reception | Use pictures to tell and sequence stories. | | | Identify and order beginning, middle and end of a story. | | | | | |  | |
|  | Ask and answer questions about stories and other texts. | | | | | Use books to retrieve information. | | | | |
| **Word reading** | Nursery | Understand that print has meaning and can have different purposes. | | |  | |  |  | |  | | |
|  | |  | Understand that print is read from left to right and from top to bottom. | | | | | |  | |
|  | |  |  | Know the names of the different parts of a book and understand page sequencing. | | | | | | |
| Reception | Read individual letters by saying the sounds for them. | | |  |  | |  | | |  | |
|  | | Blend sounds into words to read short words made up of known sounds. | |  | |  | | |  | |
|  | | Read some letter groups that each represent one sound. | | | | | | | | |
|  | |  | Read a few common exception words. | | |  | | |  | |
|  | |  |  | Read simple phrases and sentences. | | | | | | |
|  | |  | Re-read books to build confidence, fluency and understanding. | | | | | | | |
| **Writing** | Nursery |  | |  | Use some print and letter knowledge in early writing. | | | | | | | |
|  | |  |  |  | | Write some or all of their name. | | | | |
|  | |  |  | Write some letters accurately. | | | | | | |
| Reception | Form lower case letters correctly | | | |  | |  | |  | | |
|  | |  | Form capital letters correctly. | | | | | | | |
|  | | Spell words by identifying the sounds and writing the letters. | | | |  | | | |  |
|  | |  | Write short sentences using a capital letter and full stop. Re-read for sense. | | | | | | | |
| Skills specifically taught | | Sound recognition, letter formation, blending, word building, name writing (RWI). Correct orientation of paper, sitting position etc for writing. | | | | | | | | | | |

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| **Maths** | | | | | | | |
| **ELG Number**  Have a deep understanding of number to 10, including the composition of each number.  Subitise (recognise quantities without counting) up to 5.  Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  **ELG Numerical Patterns**  Verbally count beyond 20, recognising the pattern of the counting system.  Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.   Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.  **ELG Shape, Space and Measure** – there are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure. | | | | | **KS1 links**  Count to and across 100  Count read and write numbers to 100  1 more 1 less, equal to  Represent numbers  Read numbers 1-20,  Add and subtract 1 digit numbers  Recognise half  Time, language relating to dates, heavier/lighter, grouping and sharing  Position and direction.  2D and 3D shape  Greater than, less than  Write numerals and number words | | |
| **Key Questions**  **(I Wonder…)** | | **Autumn 1**  Who am I, who are you? | **Autumn 2**  What is celebrated? | **Spring 1**  What animals are in the world? | **Spring 2**  How do things move? | **Summer 1**  What grows? | **Summer 2**  Who helps us? |
| **Number** | Nursery | Recite numbers past 5. | | | | Subitise up to 3 objects. | |
| Say one number for each item in order:1, 2, 3, 4, 5. | | |  |  |  |
|  | Show finger numbers up to 5; link numerals to amounts. | | | |  |
|  |  |  | Know the last number is the total (cardinal principle). | | |
| Experiment with own symbols and marks. | | |  | Solve real world problems with numbers up to 5. | |
|  | Compare quantities using eg ‘more than’, ‘fewer than’. | | |
| Reception | Count objects and sounds. | | | Subitise beyond 5. | | |
| Link the numeral with its cardinal value. | |  |  |  |  |
| Count beyond 10. | | | | Count beyond 20. | |
|  | Compare numbers. | | Explore composition of numbers to 10. | | |
|  | | Understand the 1 more/less relationship between numbers. | | | |
|  | |  |  | Recall no. facts to 5 & some to 10. | |
| **Numerical patterns** | Nursery | Talk about and identify patterns. | |  |  |  |  |
|  | Extend and create ABAB patterns using objects around them. | | | Notice and correct an error in a repeating pattern. | |
|  |  | Begin to describe a sequence of events, real or fictional (first, then etc). | | | |
| Reception | Continue and copy repeating patterns. | |  |  |  |  |
|  | Create repeating patterns with increasing complexity. | | | |  |
| **Shape, Space and Measure** | Nursery | Talk about & explore 2D &3D shapes using informal and some mathematical language. | | | Name and describe 2D and 3D shapes using mathematical language. | | |
|  | Select shapes according to properties for particular purposes. | | |  |  |
|  |  |  | Combine shapes to make new ones. | | |
| Understand position through words alone; use some positional language. | | | |  | |
|  | Describe a familiar route. | | Discuss routes and locations using positional language. | | |
| Reception | Select, rotate and manipulate shapes. | |  |  |  |  |
|  | Compose and decompose shapes. | | |  |  |
|  |  | Compare length, weight and capacity. | | | |
| Skills specifically taught | | Recognising, reading and writing numbers. Subitising. Creating and extending patterns. | | | | | |

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| **Understanding of the World** | | | | | | | |
| **ELG Past and Present**  Talk about the lives of the people around them and their roles in society.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Understand the past through settings, characters and events encountered in books read in class and storytelling.  **ELG People, Culture and Communities**  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  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. (Rosa Parks – black history month)  **ELG 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. (Also body parts, My Family, Hinduism)  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | | | | **KS1 links**  Geography – locational knowledge, human and physical, geographical skills, place knowledge  History – changes within memory, events beyond living memory, lives of individuals, significant events, people, places  Science – working scientifically, plants, animals, everyday materials, seasonal changes  Computing – use technology purposefully, recognise uses of technology, keep information safe | | |
| **Key Questions**  **(I Wonder…)** | | **Autumn 1**  Who am I, who are you? | **Autumn 2**  What is celebrated? | **Spring 1**  What animals are in the world? | **Spring 2**  How do things move? | **Summer 1**  What grows? | **Summer 2**  Who helps us? |
| **Past and Present** | Nursery | Begin to make sense of own life story and family’s history. | | | | | |
| Reception | Comment on images from familiar situations of the past. | | |  |  |  |
|  |  | Compare and contrast characters from stories and figures from the past. | | | |
| **People, Culture and Communities** | Nursery |  |  | Recognise family occupations. | |  | |
|  |  |  | Show interest in different occupations | | |
|  | Develop positive attitudes about the differences between people. | | | |  |
|  |  | Know there are different countries in the world and talk about differences. | | | |
| Reception | Talk about immediate family and community members. | | |  |  |  |
|  |  | Name and describe familiar people. | | | |
| Understand that some places are special to members of their community. | | |  |  |  |
|  |  | Recognise that people have different beliefs and celebrate special times differently. | | | |
| **The Natural World** | Nursery | Use senses in hands-on exploration of natural materials. | | |  |  |  |
|  | Explore collections of materials with similar and/or properties and talk about what is seen using a wide vocabulary. | | | |  |
|  |  | Talk about differences between materials and changes noticed. | | | |
| Explore how things work. | |  | Explore and talk about different forces felt. | | |
|  |  | Plant seeds and care for living plants and animals. Begin to understand need to respect and care for the environment and all living things. | | | |
|  |  |  | Understand key features of plant and animal life cycles. | | |
| Reception | Draw information from a simple map. | |  |  |  |  |
| Explore the natural world. | | |  |  |  |
|  | | Describe what is seen, heard and felt while outside. | | | |
| Understand the effect of the changing seasons on the natural world around them. | | | | | |
| Recognise similarities and differences between life in the UK and elsewhere. | | | | |  |
|  |  | Recognise some environments are different from the one in which they live. | | | |
| Skills specifically taught | | Map reading: my home. |  | Animal groups. | Joins, mechanisms. | Parts and needs of a plant. |  |

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| **Expressive Arts and design** | | | | | | | |
| **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.  **ELG 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. | | | | | **KS1 links**  Music – use voices expressively and creatively, play tuned and untuned instruments, listen with concentration, experiment with sounds.  DT – design, make, evaluate, technical knowledge.  Art and Design – use range of materials, use drawing painting and sculpture, colour pattern texture, know about artists. | | |
| **Key Questions**  **(I Wonder…)** | | **Autumn 1**  Who am I, who are you? | **Autumn 2**  What is celebrated? | **Spring 1**  What animals are in the world? | **Spring 2**  How do things move? | **Summer 1**  What grows? | **Summer 2**  Who helps us? |
| **Creating with Materials** | Nursery | 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. | | | | | |
| Reception | Explore, use and refine a variety of artistic effects to express their ideas and feelings. | | | |  |  |
|  | Return to and build on their previous learning, refining ideas and developing their ability to represent them. | | | |  |
|  |  | Create collaboratively, sharing ideas, resources and skills. | | | |
| **Being imaginative and expressive** | Nursery | 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. | | |
| Listen with increased attention to sounds. | | |  |  |  |
|  |  | Respond to what they have heard, expressing their thoughts and feelings. | | | |
| Sing the melodic shape of familiar songs. | | | Remember and sing entire songs. | | |
|  |  |  |  | Sing the pitch of a tone of another person. | |
| Create their own songs or improvise a song around one they know. | | | |  |  |
|  |  | Play instruments with increasing control to express their feelings and ideas. | | | |
| Reception | Listen attentively, move to and talk about music, expressing their feelings and responses | | |  |  |  |
|  | Watch and talk about dance and performance art, expressing their feelings and responses. | | | |  |
|  |  | Sing in a group or on their own, increasingly matching the pitch and following the melody. | | |  |
|  |  |  | Explore and engage in music making and dance, performing solo or in groups. | | |
|  |  |  | Develop storylines in pretend play. | | |
| Skills specifically taught | | Correct pencil grip.  Drawing faces. | Mixing colours.  Using scissors. | Playing certain instruments correctly.  Animal sculptures, painting. | | Finding and keeping a beat. | Clapping a rhythm. |
| Activities to support learning/CP | | Mark making with variety of materials: crayons, pencils, brushes - different sizes. |  | Well-known artists – sculpture. |  |  |  |

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| **EYFS Curriculum Enhancement and Teaching Activities**  *(These ideas will be adapted in response to child led enquiry)* | | | | | | | | | |
| **Key Questions**  **(I Wonder?)** | **Autumn 1**  Who am I, who are you? | | **Autumn 2**  What is celebrated? | **Spring 1**  What Animals are in the world? | **Spring 2**  How do things move? | | | **Summer 1**  What grows? | **Summer 2**  Who helps us? |
| **Reception** | Starting School/New beginnings  Autumn, Harvest, Black history month  Rules and routines  Exploring and learning about the different areas within the classroom  All about me, families, homes | | Bonfire night  Diwali, Remembrance,  Celebrations, parties, baptisms  Hanukah, Christmas | Chinese New Year, Valentines,  Life cycles  Safari  Animals around the world  Climates/hibernation  Down on the farm  Night and day animals  Winter  Happy Habitats  The British Isles | Easter, Spring,  Holi,  Vehicles and ways of travelling  How travel has changed  How holidays have changes  Travelling on holiday  Moving in different ways with our bodies  Floating and sinking | | | Eco warriors  Staying healthy  Plants and flowers  Growing and changing  Keeping fit and healthy- including teeth and medicine  Baby animals and life cycles | Sun safe Summer  30 days wild  EID  Emergency services  Helping each other  Recycling and helping to look after their world |
| **Nursery** | Welcome to Nursery! Who am I? Why are the leaves falling? Black history Month | | Bonfire night  Diwali, Remembrance, Christmas | Chinese New Year, Valentines, Occupations/Forces (moving, travelling, floating/sinking)  Winter | Easter  Spring,  Holi | | | Eco warriors  Staying healthy  Lifecycles | Sun safe  Summer  30 days wild  EID  Starting school. |
| **Trips & Visitors** | Towan Beach | | Theatre visit  Cookery | Roseland Farm  Beavers  Visiting artists | Lambs at local farm  Newquay Zoo | | | Heligan Gardens  Eden Project | Harbour Master  Coastguard  Fire station  Ambulance service  Local Post Office |
| **Vocabulary** **Offer** (Including but not limited to) | | | | | | | | | |
| **Nursery and Reception** | Different, similar, likes, dislikes, special, features, home, ploughing, crops, wheat, create, creative, construction, home, environment, family | | Religions, beliefs, respect, routine, family, change, festivals, celebrations, diverse, Christians, baptism, tradition | Habitat, home, minibeasts, world, countries, warm, cold, large, small, new year, love, happy, animals, dark, damp, wet, lazy, fast, slow | Travel, change, different, same, old, new, present, past, floating, sinking, journey, seasons | | | Plants, growing, changing, healthy, happy, life cycles, fit, alive, tall, germinating, vegetables, fruit, exercise, diet, nature | Explorer, hero, emergency, pollution, recycling, safe, starting, helping, superhero, man-made. |
| **Core texts** | | | | | | | | | |
| **Nursery** | Three little Pigs, Peace at Last, Owl Babies Tiddler, Goldilocks and the Three Bears, Mrs Honey’s Hat, | Brown Bear, Brown Bear  Room on a Broom | | We’re going on a bear hunt  The Very Hungry Caterpillar  There was an Old Lady.. | | The Naughty Bus  Whatever Next?  The Train Ride | Handa’s Surprise  The Tiny Seed  Mr Wolf’s pancakes | | Landy  Goldilocks and the Three Bears |
| **Reception** | The Three Little Pigs Hair love, On the way home, Super Duper You | Room on a broom  Pumpkin Soup | | Do you love Bugs?  The Gruffalo  Oi, Frog! | | Mr Gumpy’s Outing  Get off the train!  Don’t let the pigeon drive the bus. | Supertato  Sunflower  Ten Seeds  The enormous Turnip | | Aliens love Underpants |
| **EYFS Key Texts** | | | | | | | | | |
| **Nursery and recpetion** | NF- Autumn, Harvest festival, Africa  F-Leaf man  Goodbye summer, hello autumn  by the light of the harvest moon  The little red hen  Owl babies  All about me  Little people big minds- Nelson Mandela  Percy the park keeper- After the storm  Rosie’s walk  Little red riding hood  Handa’s noisy night  There was an old lady who swallowed a fly  Creation story (RE)  The colour monster  What makes me a me? | | NF- Christmas, Diwali, Remembrance  F- First Christmas  The Best Diwali Ever  The Darkest Dark  One Snowy Night  The Jolly Christmas Postman  Rama and Sita  Little people big minds- Neil Armstrong  Smeds and the smoos  Little Moon  Percy the park keeper- One snowy night  It’s ok to be different  diversity books  All about families  My world your world  Stick man  On the way home  The Christmas baby  Supertato | NF- China, Winter,  Ruby’s Chinese New Year  Animal information books  F- Williams winter wish, A dot in the snow, The storm whale in winter,  Little people big minds- David Attenborough  The Gruffalo’s child  Guess how much I love you  Percy the park keeper- The cross rabbit  The Three billy goats gruff  Aaarrghh spider!  Farmer Duck  On the way home  You can’t take an elephant on the bus  The Gruffalo | NF- Spring, Easter, Holi, float and sink, Modes of Transport books  F- Goodbye Winter, hello spring,  Gorilla, Little Rabbit Foo Foo  Little people big minds- Amelia Earheart  The rhyming rabbit  Peace at last  Percy and the park keeper- One spring day  Mrs Armitage on wheels  Stars and space – Non fiction  Room on the broom  Mr Gumpy’s outing  Naughty bus  The journey  The Snail and the whale, please don’t chat to the bus driver, Who sank the boat? | | | NF- Where does my food come from, Recycling, pollution, Tree, Animal babies, Life cycles series Dear Greenpeace, We planted a tree, Avocado Baby  Little people big minds- Charles Darwin  Nelson the whale  Sebastian starfish  Lighthouse keepers lunch  Tiger who came to tea.  Percy the Park keeper- The secret path  The Growing story  Do you love bugs?  Oliver’s vegetables  Supertato  The tiny seed  Jim and the beanstalk | NF- On the beach, Summer, under the sea, Ramadan and Eid, minibeasts  F- And then comes summer,  Jobs, Emergency services, Tiddler, The most exciting Eid,  Little people big minds- Mary Anning  Starting school,  little owl goes to school  Superworm  Percy the park keeper- the rescue party  Duffy’s lucky escape  The great explorer  Astro girl  Super duper you  The Jolly postman  Zog and the Flying Doctors  The Lighthouse Keepers Lunch  Tiddler |