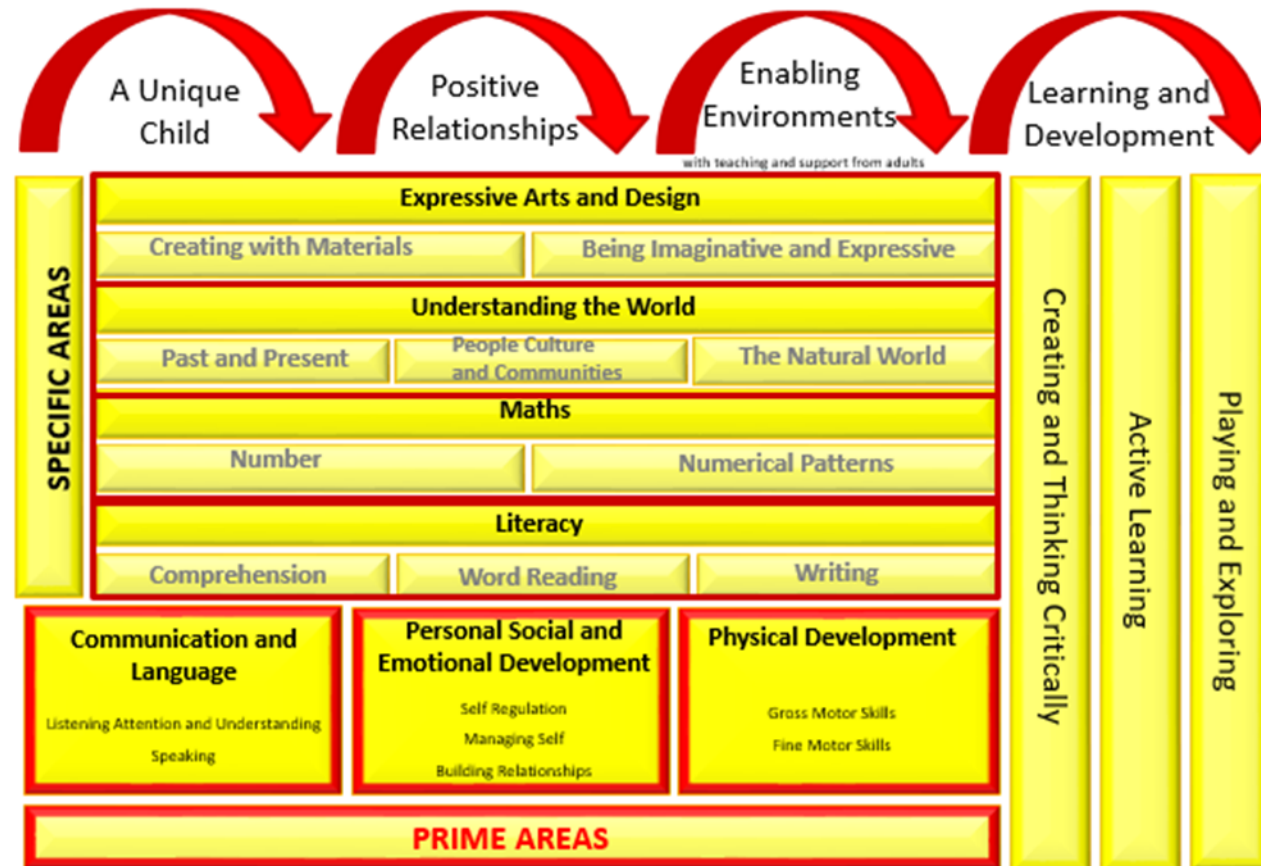




Ranskill Primary School

Early Years



One Year Curriculum Overview

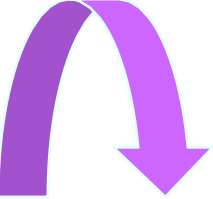
Nursery Cycle B 2022/23

Our core purpose is one of 'Profound Personal Development'.

Together, in aspiring to be the very best that we can be, we can discover, during your child's journey here at Ranskill, who they are now but more importantly who they can become.

Nursery Long Term Plan Cycle B

(2022-2023 2024-2025 2026-2027)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	What is Friendship? Opportunities to explore diverse aspects of life experiences, sharing their own experiences, feelings and opinions	What happens at night? Brings together the mysterious (night) and the routine (day). Explores the animals and people that come out at night.	What do animals do in winter? Introduces children to some of the ways animals prepare and live through the winter.	How do we keep ourselves healthy? About good dietary habits oral hygiene and general advice about living well and staying active.	How does your garden grow? Linked to children's own experiences introducing concepts such as change and time.	Where will our next adventure take us? Sail across the sea to new and distant fantasy lands, where the Wild Things live!
Characteristics of Effective Learning 	Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
 Over Arching Principles	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.					



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(2022-2023 2024-2025 2026-2027)

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TAKE CARE We teach our Take Care values through three main themes in Nursery Our Take Care Values are in all curriculum areas and throughout the school day. We also explore themes during circle time, playtimes and lunchtimes.	Take Care or Ourselves healthy lifestyles keeping safe growing and changing		Take Care of Others healthy relationships feelings and emotions valuing difference		Take Care of our community and the World rights and responsibilities taking care of the environment money matters	
	Families and Friendships Playing with others Being confident in different situations Safe Relationships P.A.N.T.S	Keeping safe Asking for help Fire safety Rules to keep safe in nursery	Belonging to a community Following rules and understanding why they are important Sense of responsibility and membership of a community	Physical Health and Mental Wellbeing Healthy snack Dental care Handwashing	Respecting ourselves and each other Being assertive Understanding others' feelings Finding solutions to conflicts and rivalries	Growing and Changing Getting ready for school Talk about feelings
Parental Involvement DOJO APP for news, wow moments and messages	Transition – stay and play Coffee Morning Harvest	Nativity Play Church Service	Transition – stay and play		Sports Day	



We teach our children to be excellent role models for the future world.

Nursery Long Term Plan Cycle B (2022-2023 2024-2025 2026-2027)

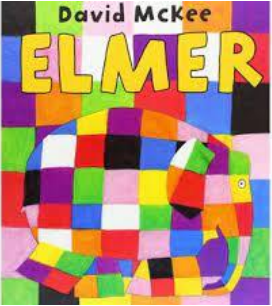
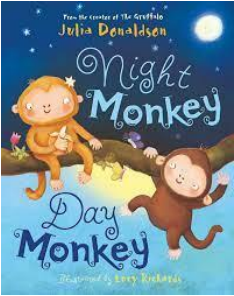
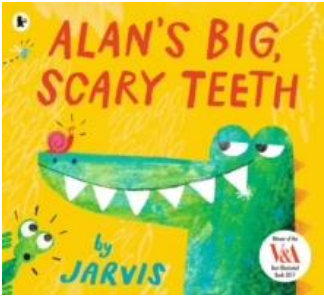
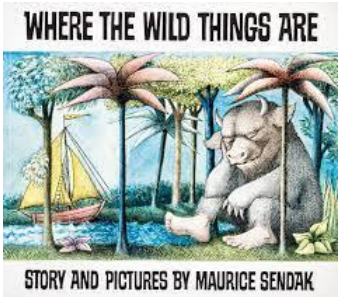
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OUR CURRICULUM GOALS

To become a Confident Communicator who can listen, follow simple instructions, hold a conversation wit friends and adults, ask relevant questions and use new vocabulary to talk about ideas and feelings	To become an Independent Individual who can take off and put on their own coat and shoes, manage their own personal needs, know how to take care of their teeth and have a go at new activities.	To become a Fantastic Friend who can be kind, caring and helpful, sharing toys and equipment, following the school "Take Care" rules to keep everyone safe, showing an awareness that everyone is unique and valuing those differences.	To become an individual with Fit Fingers Who can hold a pencil, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers) safely and with confidence.
To become a Careful Climber Who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways and use a range of equipement	To become a Spoken Sound Specialist Who can hear the difference between everyday environmental sounds. Can hear that a spoken sentence is made up of a series of individual words. Can hear that a spoken word is made from a sequence of individual sounds.	To become a Marvellous Mark Maker who can make marks and talk about what they mean, make marks for different purposes. Use marks to express their feelings, creativity and improve their co-ordination.	To become a Number Noticer Who can show a deep understanding of numbers to 5, subitise, compare quantities, create patterns and use some positional language.
To become an Excited Explorer Who can show curiosity about the world around them, talk about the changes in the seasons, noticing how animals and plants grow. Talk about photographs and memories of people, places and events.	To become a Master of Disguise Who can pretend to be lots of different characters when engaging in imaginative play with friends, listening to the ideas of others and contributing to the play.	To become a Music Maker Who can join in with singing and dancing, play a range of percussion instruments in different ways to make different sounds.	To become an Amazing Artist and Architect Who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.



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TEXT TYPES: personal (expressive) texts, including letters, and notes imaginative (narratives) texts, including stories and, fairytales, informative (expository) texts, including information, explanations, procedures. Plus daily Nursery rhyme time and number rhymes	 The Smartest Giant in Town Sharing a Shell The squirrels who squabbled Introducing Teddy By Jessica Walton (Gender assignment) The Thank You Letter by Jane Cabrera Goldilocks and the Three Bears	 Day and Night – Non Fiction National Geog. Going on a Bear Hunt (Children In Need) Owl Babies Can I cuddle the Moon Jolly Christmas Postman Sleeping Beauty	 The Gruffalo's Child Ridiculous Percy the park keeper What can I see in Winter? Sian Smith The Ugly Duckling	 The same but different too Karl Newson Kitchen Disco Veg Patch Party Recipes How to Clean your teeth The Magic Porridge Pot	 Jasper's Beanstalk Eddie's Garden The Mouse the Ripe Strawberry and the Hungry Bear Sam Plants a Sunflower Diary of a Worm by Doreen Cronin Rapunzel	 Picnic by John Burningham The Train Ride Toddle Waddle The Sandcastle that Lola built Jack and the Flum Flum Tree Beauty and the Beast
Events and Experiences	Autumn Trail Harvest Festival	Nativity Remembrance Day Children in Need Anti- Bullying Week	Valentine's Day Internet Safety Day	Mother's Day Science Week Easter Egg hunt	Start of Ramadan Eid	Father's Day World Environment Day Anniversary of the NHS

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Communication and Language	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions. Daily story time	Understand and follow a 2 key word instruction Recognise and point to objects on request Focus on an activity of their choice Can be directed by an adult Can link four or five words together Can use the speech sounds b,p,m,w Can use words to make themselves understood Can use what questions	Listen to simple stories and understand what is happening using the pictures Can listen to others when they speak Can identify action words by pointing to the right picture Can understand simple concepts like open/shut. Answer simple who, what and where questions Can use the pronouns me him her she he Can use the prepositions in on under Can sing two nursery rhymes independently.	Remember what has happened in longer stories Can understand a follow a three key word sentence Can switch attention between listening to a speaker and focus on a task Can understand the use of objects Can use sentences of four to six words Can articulate multi-syllabic words	Can understand why questions. Understand and follow an instruction that has two simple parts. Understand prepositions behind, in front, between. Can use future tense. Can pronounce l w y s d z. Can use where and who questions.	Can listen carefully and talk about why listening is important. Can join in at group time. Can understand and answer simple how questions. Can use the past tense. Can ask questions about why things happen. Can pronounce r, j, th, ch and sh. Can articulate multi-syllabic words such as hippopotamus, chimpanzee and less familiar like planetarium.	Can focus on chosen activity for at least 10 minutes. Can answer simple what, why, how questions. Can express a point of view and “debate” when faced with a disagreement. Can use connecting words, like ‘when’ and ‘but’ Can use words that explain complicated emotions, like ‘confused’, ‘upset’ and ‘delighted’. Can join small sentences together using words like ‘and’ or ‘because’. Can sing independently 8 nursery rhymes.



We aspire to be a high achieving school that provides an outstanding education and culture of opportunity for all.

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Personal, Social and Emotional Development	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
PHSEE Themes for adult led sessions	Family life Friendships Falling out Being a good friend	Being gentle Rights and responsibilities Understanding feelings	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help achieving goals	Exercising bodies Physical activity Healthy food Sleep and Keeping clean Safety	Identifying talents Being special Families Where we live Making friends	Respecting my body Growing up Growth and change Fun and fears
Managing self Self-Regulation Making Relationships	Can express my emotions; happy, sad, excited, cross, tired, frustrated, upset. Can find out about emotions through stories Can take turns with other children with adult support. Starting to show “effortful” control. Can explore the classroom with adult support. Can use the toilet with prompts and support. Can wash and dry own hands with prompts. Can separate from a parent with some support.	Will have a go at new activities. Can show super sitting and lovely listening keeping hands and feet to themselves at group time. Can look after toys and equipment and help tidy up. Can notice differences between myself and others. Can play alongside other children without adult support. Can play simple turn taking games with adult support Showing an interest in other children’s play.	I can talk about my feelings Can wait my turn I am confident when exploring new places in the school building. I can use the visual timetable to understand my daily routine. I can make a clear choice about where to play. I can be responsible and be a “handy helper” I can tidy up resources that I have used. I can enter Nursery at the start of the day without adult support. I can use the toilet independently. I can take part in new experiences confidently. I can show friendly behaviour to familiar adults and my peers	Can select and use activities and resources to achieve a goal that I have chosen. Can talk about my feelings Manage my feelings when worries, angry or upset. Can ask for help when I have conflict. Can talk about the need to clean my teeth and how to do this. Can talk about healthy food choices Can initiate my own play activities and play happily with one or more other children. Can follow Nursery expectations Can stay focused on a self chosen task for at least 10 minutes. Can talk about why we wash our hands.	Can manage my emotions and show “effortful” control. I can think about how others might be feeling and why, I can try to help if someone is upset or angry. I can solve some conflicts with my peers independently and know when I need to ask for support. Can cope with small changes in routine. Can follow the Nursery expectations unprompted. Can talk about “Take Care” and why it is important to Ranskill School. Can make up games to play with my friends.	Can talk about moving to a new class and new year group. Can initiate a conversation and take account of what others say. Can talk about what makes a good friend. Can talk about things they like and things they do not like. Can talk about who can help them in school. Can talk about their fears and worries and what they can do that can help them to manage these.



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Physical Development Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities Gross motor Activities include: Cooking, gardening, sewing, fixing and making things, mark making, weaving, sensory play.	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
	FINE MOTOR Can use manipulative skills and control to draw freely, including scribbling, "colouring". Can grip a writing implement Can explore different materials and tools making controlled marks in sand, shaving foam, using large chalk and paint. Can hold drink from an open cup and feed themselves.	FINE MOTOR Can make conscious marks and pretend writing Can hold different types of paper and learn how to tear. Can use a fork and spoon. Can use large and small motor skills to do things independently for example remove shoes, undoing Velcro and pull zips up on their coat.	FINE MOTOR Can use one-handed tools and equipment; snips paper Hammer pins into a board, push straws through holes, put pegs into peg boards Put my coat on Make controlled marks – enclosed lines, dots, dashes, back and forth, scribbles and circling. Can use preferred hand Can manipulate dough in different ways.	FINE MOTOR Can use one-handed tools and equipment; use tweezers to pick up small objects, squeeze a clothes peg and attach to a string line. Beginning to use a knife to cut up their own food.	FINE MOTOR Can cut things with a knife like soft dough or a banana. Can thread small beads on a string	FINE MOTOR Can take off and put on my own shoes and socks Can use a two finger one thumb grip for appropriate activities and tools.
	GROSS MOTOR Can clap and stamp to music Can walk, run, jump and climb. Can sit on a tricycle and use feet on the floor or pedals to move it about Can fit into spaces like tunnels and boxes	GROSS MOTOR Can show control of my whole body through continual practice of large movements such as waving, kicking, rolling, crawling and walking. Beginning to scoot along on a scooter Can spin and roll. Starting to kick, throw and catch large balls.	GROSS MOTOR Can change direction to avoid obstacles - walking Can balance on a range of equipment eg planks Can go up steps using alternative feet. Can stand on one leg Can walk on different parts of feet. Can roll a ball to a friend.	GROSS MOTOR Can change direction to avoid obstacles - running Can hop on one leg Can freeze my body when the music stops Can throw bean bags and ball underarm	GROSS MOTOR Can run confidently at different speeds Can jump off low apparatus landing safely on both feet. Can ride a tricycle and a scooter. Can dig with some control Can join in with a ring game.	GROSS MOTOR Can engage in a throw and catch game Can climb safely Can catch a large ball with two hands Can walk across a bench Can ride a two wheeled balance bike.

We provide a rich and stimulating curriculum that inspires and challenges all to achieve



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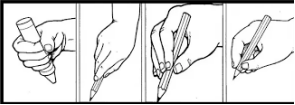
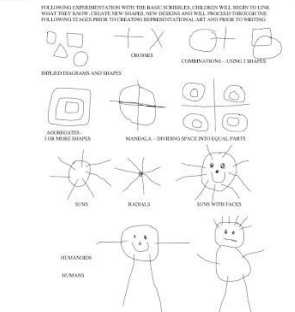
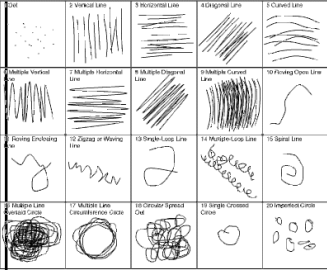
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Literacy Reading Phonics	Developing a passion for reading and writing					
	Know that books have words and pictures Can turn the pages of a book one at a time Can match pictures to pictures Can point to a named character in a familiar book Can listen to a simple story and understand what is happening with the help of the pictures Enjoy sharing books Can pay attention and respond to the pictures and words. Can pronounce the sounds p,b,m,w Can join in with songs and rhymes copying sounds rhythms tunes and tempo Can say some of the words in songs and rhymes Can listen carefully to sounds in the environment	Can recognise their name in familiar locations Can recognise familiar logos Has a favourite book and seeks them out to share with and adult child or to look at alone. Can join in with words or short phrases that they have heard in a story over and over again. Can ask for a specific story Can sing songs and rhymes using rhythm, tune and tempo Can tell you the initial sound of their name Can say multi syllabic words like computer and banana Can talk about the sounds made by different instruments Can distinguish between different sounds	Can recognise signs in local environment. Can recognise a known story character in a different context eg Three Bears in Each Peach Pear Plum Can talk about a story and the important events within it. Can name the different parts of a book cover, page, title. Can sing a song or say a rhyme independently for example whilst playing Can say rhyming words when given a model Can tell you the initial sound of three familiar words Can count and clap syllables in a word following an adult model.	Can recognise my name in a line of 3 names Can use adjectives and verbs when descriptions and when talking about events. Can give reasons why Can produce l, w,y,s,d Can say multi syllabic words such as hippopotamus Beginning to isolate the sound at the start of words	Can use adjectives to describe an imaginary place or character Can order two events using and then. Can answer simple questions about a story, people and places. Can suggest how a story might end. Can finish a line in a familiar repetitive passage Can recognise when words start with the same sound or a different sound.	Can recognise and read my full name and distinguish it from others Can retell well known stories including Goldilocks and the Three Bears I can name the letters in my name I can orally blend words from an adults voice I am beginning to segment simple CVC words orally I can identify the initial sounds in words I can name things that begin with a given sound
	Ranskill Phase one phonics based on Letters and Sounds is taught daily following the school programme it covers all seven aspects every term.					

The Approach to Teaching Phonological Awareness at Ranskill Primary School



We will provide experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development

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Writing The Physical and technical ability needed to write are taught and practised as well as developing mark making as communication  Level 1: Emerging/Scribble This is the beginning level at which your child scribbles. You may not be able to tell what the picture is about, but it's important to praise your child's beginning drawing.  Level 2: Pictorial At this level, your child begins to draw a somewhat recognizable picture and may tell about it. He or she may also imitate writing.  Level 3: Precommunicative Your child may now be printing his or her own name or an occasional known word and may be writing strings of letterlike forms or a series of random letters. Sometimes he or she may attempt to read the message back, but you probably can't read it.  Level 4: Semiphonetic At this level, your child begins to use some letters to match sounds, often using one beginning letter to write a word. He or she usually writes from left to right but may reverse some letters.  THE FOLLOWING EXPRESSIONS ARE WITH THE BASIC SCRIBBLES CHILDREN WILL BEGIN TO LINE UP. THEY ARE NOT MEANT TO BE TAKEN TOO SERIOUSLY AND WILL BE USED AS A GUIDE TO THE FOLLOWING STAGES PRIOR TO CREATING REPRESENTATIONAL ART AND PRIOR TO WRITING. 	Can draw and scribble Can sit in a balanced position Can pretend to write Can grip a pencil Can make controlled marks in sand, shaving foam, using large chalk and paint	Can scribble different kinds of lines  Can make controlled marks eg enclosures, lines, dots, dashes, back and forth scribbles and circling. Can distinguish and name marks Can copy a cross, a circle, a horizontal line and a vertical line. Can draw an enclosed circle like shape without a model to copy.	Can make small controlled marks (lines,dots,dashes, circles etc) Can use a two finger and thumb grip Voices thoughts while mark making. Will dictate to an adult telling them what to write	May begin to show a dominant hand – note which hand the child favours. Indicators may also be what hand the child uses most to reach and grasp toys, which foot do they kick a ball? Will “read” their mark making to you. Will mark make for a purpose – messages, labels, cards, shopping list.	Can use a two finger one thumb grip for appropriate tools. Understands that writing and drawing are different. Begins to show an understanding of directionality	Can pretend to write in different contexts Can write some or all of my name

For going 'Beyond Expectation' today...



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Maths Using children's existing fascinations and interests Nature/natural world - Food/cooking - Shopping - Snack time fruit - Own body – fingers, toes, arms, legs, eyes etc. - Interests – observe and use - Tidying up time - Loose parts - Play schema Transporting – small amounts of objects in small pots/hands/bags etc. What do you see? How do you see it? Trajectory – games where children can throw/drop/roll groups of objects to see how they land – What do you see? How do you see it? Positioning – lining items up and putting them into groups	Rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. Children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. Noticing subitising. Recognising more or fewer – snack time, playdough, transporting, filling bags in the role play area and mud kitchen, water area. Making collections, Self-Registration board/Lining Up Five Frames – full/not full, who is here already, who is absent? Blank Five Frames being used in role play areas, loose parts, playdough etc. Calendar – lets count how many more days until... birthday/Halloween disco etc. Yesterday, Today, Tomorrow, past, future Visual Timetable – now, next, noticing when the clock face images 'match' the real time clock face COLOURS Red Blue Yellow Green Purple Mix of Colours MATCHING Buttons and Colours Matching Towers Matching Shoes Match number shapes Match shapes Pattern handprints big and small SORTING Colour Size Shape What do you notice? Guess the rule Can recognise name and match colours Can recite numbers to 5 by rote Can give 1 item on request	NUMBERS 1,2,3 Subitising Counting Numeral Subitising dice patterns Subitising random patterns Subitising different sizes NIGHT AND DAY Order events in their day Can give 1, 2 or 3 items on request Can recognise 1, 2 or 3 items by subitising Know that a quantity changes if something is added or taken away Know that rearranging a set of objects that the quantity remains the same Understand the term big and small	NUMBER STORIES WITH 3 Subitising 3 Bears Triangles 1:1 counting Composition of 3 SHAPES Circles Triangles Can talk about 3 Can recognise 1,2, or 3 objects when subitising Can recite the number 1 -10 Can find shapes in the environment Can use 3D shapes to build and talk about curved and flat faces Understands up, down, across, above and over Understands forwards and backwards	NUMBER 4 and 5 Subitising Composition of 4 Composition of 5 SHAPES Square Rectangle Pentagon MASS Can compare two groups of objects Can use the words first, then next and last to describe time Understand and use the language heavy and light Can recognise 1,2,3,4,and 5 objects when subitising Can use a five frame and understands full and not full	HEIGHT and LENGTH Tall and short Long and short PATTERN AB colour patterns Extend AB colour patterns AB outdoor patterns AB movement patterns Spot the error Can spot an error in a pattern Can complete an AB pattern Can understand and use appropriately tall short, long short Can talk about how to make 3,4 and 5	MORE THAN/FEWER ONE MORE ONE LESS POSITIONAL LANGUAGE Can play games with dice and a track Can count to at least 10 by rote Can recognise numerals to at least 5 Can order numerals to at least 5 Can subitise to 5 Can recognise dice arrays to 6 

Expert Mathematical Language

Subitise/Subitising – Instantly recognise quantities without having to count them. (Seeing without counting)

Perceptual subitising - seeing the whole (you can see up to 3/4 items instantly if they are not in a pattern)

Conceptual subitising - putting the smaller parts 1.2.3 together

How many? (subitising) – knowing how many without counting

How many? (counting) – To count how many are in the set.

Notice/Noticing – To look at recognise detail in objects

Similar – Things that are nearly the same (size, shape, space)

Same – Things that are exactly the same (amount, size, colour, shape)

Different – Things that are not the same (amount, size, colour, shape)

Tell me what you can see/ What do you notice? What is different? What is the same/similar?

More – comparative used to mean greater in size or amount

Less – is used for singular mass amounts or things that cannot be counted - this includes '3 is less than 5'

Fewer – a smaller amount of countable things – cars, leaves, dogs, counters, pounds, bricks etc.

Greater (than) – an inequality used to compare two or more numbers, quantities or values. It is used when a quantity or number is

bigger or larger than the second or rest of the quantities or numbers.

Group – a complete set of a predetermined amount

Groups – more than one complete set of a predetermined amount

Part/whole – To partition an amount (whole) into two or more parts

Sorting - arrange a group into a specific way

Classifying/Classification – The identification of an object by specific attributes, such as colour, texture, shape, size

Equal - ____ is equal to ____ 'being the same in quantity, size, degree or value

Nursery Long Term Plan Cycle B

(2022-2023 2024-2025 2026-2027)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	What is Friendship?	What happens at night?	What do animals do in winter?	How do we Keep ourselves Healthy?	How does your garden grow?	Where will our next adventure take us?
Understanding the world Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and fire fighters. In addition, listening to a broad selection of stories non-fiction rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.	As a "Take Care" school the children will listen to a broad selection of stories, non-fiction, rhymes and poems fostering their understanding of our culturally, socially, technologically and ecologically diverse world.					
	NATURAL WORLD Experience many different types of sensory play including water, sand, dough, foam. Can name familiar animals – pets cat, dog, rabbit, hamster, fish, mice. PEOPLE COMMUNITIES AND CULTURE Can talk about what harvest means and how we celebrate that in school. (Invite local vicar in to talk to the children) Can name some of the things that the local farmers in Ranskill harvest. (Invite local farmer in to talk to the children) Can talk about their own family and name immediate members Mother, Father, Sister, Brother, Grandparents. Can understand who is older and younger than them in the family. PAST AND PRESENT Talk about days of the week, weekend and use language to support the past, present and future.	NATURAL WORLD Can identify and name a horse chestnut tree and an oak tree. Can identify and name conkers and acorns. Can identify and name parts of a tree trunk, branch, twig, leaves. Can talk about contrasting leaf shapes and colours. Can talk about the differences between night and day. PEOPLE COMMUNITIES AND CULTURE Can celebrate similarities and differences between their own family and others. Know the vocabulary: road, path, pavement, crossing, traffic light and some common environmental signs – link to road safety week. PAST AND PRESENT	NATURAL WORLD Can talk about water in the environment – puddles, dew, frost, snow and ice. Can talk about seasonal weather Autumn into winter, winter into spring. PEOPLE COMMUNITIES AND CULTURE Talk about some similarities and differences between celebrations in PAST AND PRESENT Re-tell what their parents have told them about their own life story.	NATURAL WORLD Can talk about how people take care for babies. Can talk about how we take care of the world by recycling – knows some things that can be recycled. PEOPLE COMMUNITIES AND CULTURE Be able to talk the fact that there are many different places in our world. Talk about places have they seen. Look at images. What is different to UK? Can recognise and describe special times or events for my family i.e birthdays. PAST AND PRESENT Talk about different occupations including the fire service, the police service and the health service.	NATURAL WORLD Can plant and take care of a growing plant. Can talk about how a plant grows from a seed. Can find and name a range of common minibeasts, noticing where they like to live. Can talk about how we take care of our environment and living things. PEOPLE COMMUNITIES AND CULTURE How have they changed? What can they do now that they couldn't do before? What would they like to do when they start in KS1? PAST AND PRESENT Talk about today and reflect upon events of the day. Who did you see today? Who will you see tomorrow?	NATURAL WORLD Can talk about keeping safe in the sun. Can notice changes caused by the sun including melting and drying up. Can talk about seasonal change spring into summer and notice changes. PEOPLE COMMUNITIES AND CULTURE Understand that journeys are taken using a variety of different types of transport. I know there are different countries in the world and can talk about some differences eg very hot, cold, animals that live there. PAST AND PRESENT Talk about objects from the past that have been places within continuous provision enhancements eg old phones, cameras



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Expressive Arts and Design <i>Painting, 3D modelling, messy play, collage, cutting, clay sculptures, drama, role play, threading, moving to music, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i>	The development of children's artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts .					
	Creating Materials Can make marks intentionally in sand and shaving foam and using paint chalk etc. Can use paint, mud, cornflour, jelly, shaving foam using my fingers and other parts of my body as well as brushes. Can name and recognise the colours at least red, blue, green and yellow. I can print with objects BEING IMAGINATIVE Song in with everyday routine songs Starting to develop pretend play	Creating Materials Can express ideas and feelings through marks and sometimes give a meaning to a mark Manipulate and play with different materials, making simple models Scrunch and roll paper Draw horizontal, vertical, squiggles and zig-zag lines. Use pencils and paints to draw closed and continuous lines. BEING IMAGINATIVE Explore a range of sound makers and instruments Use items to represent things in pretend play	Creating Materials Draw on a large scale Paint with sponges, brushes and twigs Develop own ideas sticking a collage Join things together Roll, pinch, squeeze and pull playdough to form different shapes with an intended idea in mind. Use bricks to construct something, sometimes talking about what they are making. BEING IMAGINATIVE Begin to develop narratives using small world toys	Creating Materials Can name colours including black orange pink brown white grey purple Can mix colours together and talk about what happens Can press objects into playdough and talk about imprints Make imaginative small worlds with blocks and construction kits BEING IMAGINATIVE Can name familiar musical instruments Act out familiar family routines and events	Creating Materials Can free paint an idea and talk about it Can draw from observation eg a sunflower Can build for a purpose with a range of construction materials BEING IMAGINATIVE Make up stories when playing Recreate known stories when playing	Creating Materials Can cut playdough using tools such as scissors, blunt knives and cutters Can draw with a pencil Can talk about what they like about their work Can use masking tape, sticky tape, hole punches and string to join things together. BEING IMAGINATIVE Listen to music from different cultures. Talk about my thoughts and feeling about music from different periods in history and cultures.
<i>Music is part of the everyday routine of EYFS, in addition a 30 minute weekly music lesson taught by a music specialist.</i>	To find a singing voice Identify different sound sources.	Sing echo songs Begin to repeat patterns of sounds	Explore singing fast and slow and changing speeds. Begin to copy and follow a steady beat	Explore how to use the voice to create loud and quiet sounds	Perform movements to a steady beat. Begin to respond physically when performing music.	Begin to use their singing voice confidently. Remember short songs and sounds.

