

Early Years

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graph TD; A[Early Years] --- B[Introduction]; A --- C[Physical Development]; A --- D[Mathematics]; A --- E[Communication and Language]; A --- F[Literacy]; A --- G[Expressive Arts and Design]; A --- H[Personal, Social and Emotional Development]; A --- I[Understanding the World];
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Introduction

Physical
Development

Mathematics

Communication
and
Language

Literacy

Expressive
Arts and
Design

Personal,
Social and
Emotional
Development

Understanding
the World

Introduction

Early Years Foundation Stage (EYFS) is how the Government and early years professionals describe the time in your child's life between birth and age 5.

This is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes. From when your child is born up until the age of 5, their early years' experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs.

The EYFS sets the standards that schools must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure '**school readiness**' and gives children the broad range of knowledge and skills that provide the right foundation for good progress through school and life.

The children are given opportunities to play and explore, to investigate and experience things and to 'have a go'. They are active and develop their own ideas. They are all unique and will have different interests and abilities.

At Shinfield Infant and Nursery School, we use the Development Matters and Birth to Five guidance to support the learning and teaching that takes place within our Reception and Nursery classrooms. Within our setting, we plan activities within the seven areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Art and Design



Introduction - Key Features of Effective Practice

The Development Matters guidance proposes seven key features of effective practice within Early Years:

1. The best for every child

- All children deserve to have an equal chance of success.
- High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.
- When they start school, children from disadvantaged backgrounds are, on average, 4 months¹⁾ behind their peers. We need to do more to narrow that gap.
- Children who have lived through difficult experiences can begin to grow stronger when they experience high-quality early education and care.
- High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

2. High-quality care

- The child's experience must always be central to the thinking of every practitioner.
- Babies, toddlers and young children thrive when they are loved and well cared for.
- High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.
- Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure.
- Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.
- Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.

3. The curriculum

- The curriculum is a top-level plan of everything the early years setting wants the children to learn.
- Planning to help every child to develop their language is vital.
- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.
- Young children's learning is often driven by their interests. Plans need to be flexible.
- Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.
- Depth in early learning is much more important than covering lots of things in a superficial way.

4. Pedagogy

- Children are powerful learners. Every child can make progress in their learning, with the right help.
- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.
- Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.
- Children in the early years also learn through group work, when practitioners guide their learning.
- Older children need more of this guided learning.
- A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.

5. Assessment

- Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.
- Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.
- Accurate assessment can highlight whether a child has a special educational need and needs extra help.
- Before assessing children, it's a good idea to think about whether the assessments will be useful.
- Assessment should not take practitioners away from the children for long periods of time.

6. Self-Regulation

- Executive function includes the child's ability to:
- hold information in mind
- focus their attention
- think flexibly
- inhibit impulsive behaviour
- These abilities contribute to the child's growing ability to self-regulate:
- concentrate their thinking
- plan what to do next
- monitor what they are doing and adapt
- regulate strong feelings
- be patient for what they want
- bounce back when things get difficult.
- Language development is central to self-regulation: children use language to guide their actions and plans.
- Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.

7. Partnership with parents

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

Introduction - Characteristics of Effective Teaching and Learning

In planning and guiding what our children learn, we continually reflect on the different rates at which children are developing and adjust their practice appropriately. Throughout this monitoring, we continually refer to an plan opportunities for children to develop the three characteristics of effective teaching and learning:

- playing and exploring – children investigate and experience things, and ‘have a go’
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Playing and Exploring - we will support children with learning to:

- realise that their actions have an effect on the world, so they want to keep repeating them
- plan and think ahead about how they will explore or play with objects
- guide their own thinking and actions by referring to visual aids or by talking to themselves while playing, for example, a child doing a jigsaw might whisper under their breath: “Where does that one go? – I need to find the big horse next.”
- make independent choices
- bring their own interests and fascinations into our classroom- this helps them to develop their learning
- respond to new experiences that we offer them

Introduction - Characteristics of Effective Teaching and Learning

Active Learning- we will support children with learning to:

- participate in routines, such as taking the register or getting ready for home time
- begin to predict sequences because they know routines, for example, they may anticipate lunch when they see the table is set, or get their coat when the door to the outdoor area opens
- begin to correct their mistakes themselves, for example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit
- keep on trying when things are difficult

Creating and Thinking Critically – we will support children with learning to:

- Take part in simple pretend play, for example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup
- sort materials, for example, at tidy-up time, children know how to put different construction materials in separate baskets
- use pretend play to think beyond the 'here and now' and to understand another perspective, for example, a child role-playing the Billy Goats Gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."
- know more, so feel confident about coming up with their own ideas
- make more links between those ideas
- concentrate on achieving something that's important to them - they are increasingly able to control their attention and ignore distractions

Introduction - EYFS Intent

At Shinfield Infant and Nursery School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils.

Nurturing relationships between staff and children, consistent routines and strong relationships with parents are key to supporting every child to succeed in their learning.

We recognise the crucial role of early year's education as we believe that our curriculum builds a powerful foundation upon which the rest of a child's education is successfully based.

Introduction - EYFS Implementation

At Shinfield Infant and Nursery School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators.

Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics using the Little Wandle Scheme of Work. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit and taking part in Forest School sessions. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

Introduction - EYFS Implementation

The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts . We have a school Elklan trained professional who leads in the profession of speech and language support. This approach is chosen carefully to encourage children's speech, language and communication development. All planning, however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive curriculum news each half term to inform them of what their child is learning each half term and to explain how they can support this at home. Parents enjoy using Tapestry to engage in their child's learning and share experience from home.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessment and termly data points. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

Content Spine in the EYFS

Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>To be able to mark make and identify their marks.</p> <p>To recognise familiar logos and labels within the environment.</p> <p>Sound discrimination, start/stop games. Louder/quieter. Sound walks.</p> <p>To be able to find own peg, name card and tray.</p>	<p>To find and identify familiar letters, e.g. letters in their names.</p> <p>To talk about and retell a range of familiar stories.</p> <p>To clap syllables in name.</p> <p>Start to hear alliteration.</p> <p>Hold books correct way up, turning pages left to right</p> <p>To join in with repeated refrains</p> <p>To mark make for a purpose and be able to talk about the marks.</p>	<p>To identify the pictures linked to LW sound.</p> <p>To talk about and retell a range of familiar stories.</p> <p>To begin to explore initial sounds in familiar words.</p> <p>To sequence familiar stories</p> <p>To hear and continue a rhyming string</p> <p>To hear and say initial sounds in words</p>	<p>To identify the pictures linked to LW sound.</p> <p>To begin to form some letters correctly, e.g. letters in their name.</p> <p>To talk about what might happen next in a story.</p> <p>Use questions in discussions, <u>give opinions</u>.</p>	<p>To find and identify familiar letters, e.g. letters in their names.</p> <p>Children will begin to identify some sounds during oral blending games.</p> <p>To begin to make predictions about a story, sometimes supported by an adult with vocabulary.</p> <p>Use a story map to talk about the beginning, middle and end of a story.</p>	<p>Lots of games focussing on oral blending.</p> <p>Children are able to identify initial sounds and blend familiar CVC words.</p> <p>Make predictions about a story using the relevant vocabulary with independence.</p> <p>To begin to attempt writing familiar letters, e.g letters in their name.</p>
Reception	<p>Read individual letters by saying the sounds for them</p> <p>To identify sounds on a grapheme mat</p> <p>Listen to stories and engage in discussions</p>	<p>Listening to and hearing sounds in CVC words.</p> <p>To identify sounds on a grapheme mat and to use this when writing.</p> <p>Listens to familiar stories and able to recall facts.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds on a grapheme mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds and digraphs on a grapheme mat.</p> <p>Listens to stories and is beginning to anticipate what may happen</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds and digraphs on a grapheme mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds and digraphs on a grapheme mat.</p> <p>Checking written work and making any changes where necessary.</p>

Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>To be able to give 1, 2 or 3 when asked</p> <p>Use language such as bigger and smaller</p> <p>Recognise a number of personal significance.</p> <p>Recognise a group of 2</p> <p>Language of size bigger/smaller</p>	<p>Use number names in sequence to five in play-based</p> <p>Join in with number rhymes.</p> <p>Know that anything can be counted, fingers, claps etc</p> <p>To recite numbers 1 - 5</p> <p>To count out a group of up to 5</p> <p>Give three when asked</p> <p>To show an understanding of 1:1 counting to 5.</p> <p>Subitise to 3</p>	<p>Count in sequence 1 – 10</p> <p>Match quantity to numeral 1 – 5</p> <p>2D Shape</p> <p>Match quantity 1 - 3</p> <p>To count out a group of up to 10 objects.</p> <p>To select and use shapes appropriately in play, combining them to make models</p> <p>Prepositional Language</p>	<p>2D Shape properties</p> <p>One more using to 5</p> <p>Using ordinal language</p> <p>Repeat an A-B-A repeating pattern.</p>	<p>Use language such as more than/ less than. The same. Calculate one more than five.</p> <p>Use the terms flat and solid to describe 2D / 3D shape.</p> <p>Practical problem solving with numbers up to 5.</p> <p>Length</p> <p>Weight</p> <p>To begin to describe a sequence of events accurately.</p> <p>One less using numbers to 5</p>	<p>Use ordinal numbers.</p> <p>Understand the cardinal principle</p> <p>Long / Longest Light / heavy Full/empty.</p> <p>To begin to describe a sequence of events accurately.</p> <p>3D Shape</p> <p>To recap counting with 1:1 correspondence</p> <p>To recognise Numicon pieces and their values</p>
Reception	<p>To count up to 5 objects with 1:1 correspondence</p> <p>To match quantities to numeral</p> <p>To begin to recognise numbers automatically on a dice/card to 5</p> <p>To show numbers up to 5 on fingers</p>	<p>To be able to count to 10 independently</p> <p>To order numbers to 10</p> <p>To identify 2D shapes and talk about their properties</p> <p>To count up to 10 objects with 1:1 correspondence</p> <p>To show numbers up to 10 on fingers</p>	<p>To find the total of 2 groups of objects</p> <p>To begin to explore number bonds to 5</p> <p>To be able to count to 20 independently</p>	<p>To use objects to solve addition and subtraction problems</p> <p>To use non-standard units to measure length, weight and capacity</p> <p>To share objects between a group of people equally</p> <p>To explore number bonds to 5</p>	<p>To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line</p> <p>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity</p> <p>To make observations of and compare length, weight and capacity</p>	<p>To know addition and subtraction problems can be solved by counting forwards or backwards on a number line</p> <p>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity</p> <p>To count beyond 20</p>

Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>To take care of toileting needs independently.</p> <p>To begin to show a preference for a dominant hand.</p> <p>To find own boots, coat, water bottle</p> <p>To climb apparatus safely</p> <p>Use large muscle movement to wave streamers and flags</p> <p>To begin to show awareness of moving equipment safely with peers.</p> <p>To draw circles and radials</p>	<p>To independently put on their coats, with some support for the zipper and buttons.</p> <p>Hold book correct way up, turning pages left to right</p> <p>To use mark making resources with increasing independence.</p> <p>Use finger isolation in finger rhymes</p> <p>To remember sequences of movement</p> <p>To steer ride <u>ons</u> around the garden</p> <p>Copy actions to songs</p>	<p>To use scissors with one hand.</p> <p>To mark make in sensory trays and also copy different patterns.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p> <p>To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills.</p> <p>To hold jugs and containers confidently and pour from one container into another.</p>	<p>Using balancing apparatus.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p> <p>Start to trace over name</p> <p>Use tools for a purpose</p> <p>Do up zips</p> <p>Running to avoid obstacles</p> <p>Looking after teeth</p>	<p>To run skilfully and be able to negotiate space.</p> <p>To write first letter <u>o</u> their name</p> <p>Sort healthy food choices</p> <p>To jump and land with two feet together and knees bent.</p> <p>To show <u>awareness of</u> healthy food choices and impact on our body.</p>	<p>To be secure in holding the pencil, using the tripod grip</p> <p>To independently write some of their name</p> <p>To confidently use scissors and other tools safely.</p> <p>Use cutlery</p> <p>Move across objects using increasing control and skill</p>
Reception	<p>To use a dominant hand.</p> <p>To begin to form recognisable letters which are formed mostly correctly.</p> <p>To use climbing equipment safely and competently.</p> <p>To begin to negotiate space effectively.</p>	<p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To use climbing equipment safely and competently.</p> <p>To negotiate space effectively.</p>	<p>To show good practice with regard to exercise, eating, sleeping and hygiene.</p> <p>To be able to balance and coordinate safely.</p> <p>To negotiate space effectively.</p>	<p>To handle tools, objects, construction and malleable materials safely and with increasing control.</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly.</p>	<p>To show good control and co-ordination in large and small movements</p>

Communication and Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Use expressive and functional language</p> <p>To sing rhymes and look at picture books.</p> <p>To talk about the different characters and what they are doing.</p> <p>To talk about themselves and their families.</p> <p>Develop communication that can be understood by others.</p> <p>To enjoy listening to interactive stories in a small group.</p>	<p>Answer name in register</p> <p>To listen to, and follow simple 2-part instructions</p> <p>Use phrases such as "Stop it, I don't like it"</p> <p>Respond to questions</p>	<p>Understands two part instructions</p> <p>Begin to ask questions</p> <p>Develop reciprocal language</p> <p>Begin to use verbs and connectives in speech</p> <p>Can answer "why" questions</p> <p>Use phrases to join play</p> <p>To begin to use a wide range of vocabulary in the correct context.</p> <p>To talk in short sentences that others can understand. <u>appropriately.</u></p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Uses a variety of questions</p> <p>To be able to talk about the setting, characters and the structure of the story.</p> <p>Language relating to time</p> <p>Continue a rhyming string</p> <p>To listen to, and follow simple instructions and respond to questions appropriately.</p>	<p>Uses sentences of four to six words.</p> <p>Can use the correct pronouns for he / she</p> <p>Use a wider range of vocabulary</p> <p>To hear and say initial sounds in words</p> <p>Use language of past and present tense</p> <p>To be able to answer questions and share opinions using the relevant vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story.</p> <p>Use language of past and present tense</p>	<p>Able to express an opinion.</p> <p>Can use functional and expressive language</p> <p>To begin to blend sounds in words</p>
Reception	<p>To talk about themselves and others.</p> <p>To sing songs.</p> <p>To speak about a range of texts.</p>	<p>To know about different festivals.</p> <p>To be able to talk about how different people help us.</p> <p>To begin to talk about why things happen using new vocabulary learnt</p>	<p>To know different traditional stories.</p> <p>To know a range of healthy food and exercise.</p> <p>Express their ideas and feelings about their experiences.</p>	<p>To know different features of texts.</p> <p>To talk confidently about why things happen using new vocabulary learnt.</p> <p>To engage in meaningful conversations with others.</p>	<p>To name and sort a range of living things.</p> <p>To be able to talk about different habitats.</p> <p>To engage in meaningful conversations with others.</p>	<p>To know different life cycles.</p> <p>To know a range of facts.</p> <p>To engage in meaningful conversations with others.</p>

Personal, Social and Emotional Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>To separate from main carer and learn to adapt to the Nursery environment.</p> <p>To select and use activities and resources, with some support if needed.</p> <p>To wash hands after using the toilet.</p> <p>Find own boots and coat.</p> <p>Notices if another child is upset.</p> <p>Play alongside other children</p>	<p>To learn about daily routines and classroom rules.</p> <p>Responds and uses "Stop it, I don't like it"</p> <p>Develop sense of community and belonging</p> <p>To follow behavioural expectations in the Nursery</p> <p>Able to "Take turns at the bus stop"</p> <p>Put on own coat with support</p>	<p>To learn how to share resources and play in a group.</p> <p>To learn to look after resources within the class.</p> <p>Can put resources back in the right place.</p> <p>To use a sand timer to support turn taking</p> <p>To listen to, and follow rules set.</p> <p>To take turns whilst playing and waiting patiently to have a go. Uses the sand timer.</p> <p>Use phrases to join play</p>	<p>To show independence in accessing and exploring the environment.</p> <p>Talking about families</p> <p>Similarities and differences</p> <p>To listen to, and follow rules set.</p> <p>To learn to look after resources within the class.</p> <p>To name and label emotions.</p> <p>Respond to others ideas and suggestions</p>	<p>To be able to initiate play with peers and keep play going by giving ideas.</p> <p>To become more outgoing with unfamiliar people.</p> <p>Aware of how others feels</p> <p>Tries to solve conflicts</p> <p>To show more confidence in new social situations.</p> <p>To show an awareness of how others may be feeling.</p> <p>Talk about what makes you feel happy, sad, angry or worried.</p> <p>Initiate play with others</p>	<p>Become more familiar with other areas of school and staff</p> <p>Follow rules independently, without adult intervention.</p> <p>Play with one or more children, elaborating and extending play ideas</p>
Reception	<p>To describe a friend.</p> <p>To know and demonstrate friendly behaviour.</p> <p>To understand how to be a good friend.</p> <p>To learn to join in with whole group activities.</p> <p>To choose an activity independently.</p>	<p>To learn about a range of different festivals.</p> <p>To learn about important dates in their lives.</p>	<p>To learn right from wrong.</p> <p>To understand how to make the right choices and the consequences of not making the right ones.</p>	<p>To understand that people need help.</p> <p>To identify ways of being helpful to others and how this will make them feel.</p>	<p>To describe a range of different habitats around the world.</p>	<p>To learn about the different family structures.</p>

Understanding the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Seasons –Autumn</p> <p>Parts of the body and senses</p> <p>My family</p> <p>My home</p> <p>Now and then Homes</p> <p>Different clothing for different weather</p> <p>Different families</p>	<p>To know that everyone has a birthday and they are usually celebrated in a similar manner around the world.</p> <p>Learn about other world celebrations e.g. Diwali</p> <p>Develop positive attitudes about the differences between different people and cultures.</p> <p>States of water</p>	<p>To explore the different jobs that people in our families do. How do these people help us?</p> <p>Maps of the local area</p> <p>Use vocabulary hills, streams, rivers, road and pavement</p> <p>Look at different types of weather and the clothing we need.</p>	<p>Explore different forces they can feel</p> <p>To understand where food comes from</p> <p>Begin to make sense of their own life story and family history</p> <p>Show an interest in different occupations</p> <p>To use senses to explore the world around them</p> <p>Begin to look at life cycles</p>	<p>Make comparisons between habitats of farm animals and wild animals.</p> <p>Talk about the life cycle of a plant and animals</p> <p>Plant seeds and care for growing plants</p> <p>Understand the need to show care and respect for the environment and all living things</p>	<p>To know where some different products come from</p> <p>Know there are different countries in the World</p> <p>Play with maps and globes</p> <p>To show care for the world and environment around them</p>
Reception	<p>To talk about how they have changed since they were a baby.</p> <p>To talk about the changes they observe in their environment – Seasons link.</p>	<p>To talk about how Hindus celebrate Diwali.</p> <p>To talk about the Nativity Story and Christianity.</p> <p>To be able to talk about the different jobs that adults do and how they can help us.</p>	<p>To identify and sort healthy/unhealthy foods.</p> <p>To identify and group a range of fruits and vegetables.</p> <p>To talk about a special event in their life.</p>	<p>To talk about where food comes from.</p>	<p>Talking about the life cycle of plants and animals and what they need to survive.</p> <p>Exploring a range of habitats, looking at why the animal lives like that.</p>	<p>Making maps to direct friends to a 'goal'. Exploring maps of the world.</p> <p>To talk about the changes in water</p> <p>To explore and discuss objects floating and sinking.</p>

Expressive Arts and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Listening to and join in with Nursery rhymes and fill in the missing words</p> <p>Uses various construction materials</p> <p>Play alongside others engaged in the same theme of play-based</p> <p>Enjoy small world play</p> <p>Draw shapes that represent objects</p>	<p>Sing familiar Nursery Rhymes.</p> <p>To make Christmas cards and decorations using a range of media.</p> <p>Joins construction pieces together to build and balance.</p> <p>Engage in different sensory play.</p> <p>Explore colour and sound</p> <p>Explore texture</p>	<p>To use scissors effectively.</p> <p>Use collage materials</p> <p>Junk modelling</p> <p>To begin to act out different scenarios using props to enhance imaginative play.</p> <p>Sing familiar songs or make up own songs.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>To play instruments with increasing control.</p> <p>Dance from different cultures</p>	<p>To learn about different textures and talk about them.</p> <p>Colour mixing</p> <p>Sing familiar Nursery Rhymes.</p> <p>Realises tools can be used for a purpose.</p> <p>To create closed shapes with continuous lines which represent objects that can be spoken about or identified.</p>	<p>Sing songs in the correct pitch</p> <p>Sing familiar songs in the correct tone and changing melody if appropriate.</p> <p>Uses available resources to create props to support role-play.</p> <p>To use available props to develop stories and make imaginative play more purposeful.</p> <p>To draw with increasing control, representing features and detail clearly.</p>	<p>Use narrative in play</p> <p>Construct horizontally and vertically with purpose</p> <p>Perform to an audience</p>
Reception	<p>To remember the words to a range of songs.</p> <p>To give meaning to the marks that are made.</p>	<p>To design a <u>Rangoli</u> pattern.</p> <p>To use role play to show how 'People who Help Us'.</p> <p>Uses simple tools and techniques competently and appropriately.</p>	<p>To draw and or print with a range of plants and fruits.</p> <p>To use resources to create own props.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p>	<p>To use a range of resources to create own props to aid role play.</p> <p>Manipulates materials to achieve a planned effect.</p>	<p>To use what they have learnt about media and materials in an original way and be able to explain their choices.</p> <p>Selects appropriate resources and adapts work where necessary.</p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>

EYFS Reading Spine

Nursery Book Spine

In Foundation Stage reading is given the highest priority. We choose quality texts to enhance and extend vocabulary at an age appropriate level. Stories are read daily with children and we incorporate texts into every area of learning. We make sure to include texts that reflect and represent our diverse community.

The below texts are our 'must read' books for children in their Nursery learning journey.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Ten Little Fingers and Ten Little Toes – H <u>Oxenbury</u> Autumn – A Busby Let It Fall – M. Cocca-Leffler	We're Going <u>On A Bear Hunt</u> – M Rozen. We All Go Travelling By – S. Roberts	Kipper's Book of Weather – M Inkpen. Rosies Hat – J Donaldson The Wind Blew – P Hutchins How to catch a star – O <u>jefferies</u>	Jaspers Beanstalk – Nick Butterworth Oliver's Vegetables – Vivian French The Little Red Hen – Paul <u>Galdone</u> The Enormous Turnip Ten Little Seeds – R brown Titch – P Hutchins	The very Lazy Ladybird – I Finn The Very Hungry Caterpillar – Eric Carle The Very Busy Spider – E Carle The Little Bee, The Little Caterpillar, The Little Frog Come On, daisy – J Simmonds. Monkey Puzzle – J Donaldson 	Farmer Duck – H <u>Oxenbury</u> The Odd Fish – N Jones Pig In <u>The Pond</u> – M <u>waddell</u>
The Magic Porridge Pot, The Little Red hen, Goldilocks and The Three Bears, The Three Little Pigs. Bear Hunt, Aliens Love Underpants, Pirates Love Underpants, Dinosaurs Love Underpants. Peace At last – J <u>Murphy</u> , <u>Shark</u> in the park / Dark – N Sharratt					

Reception Book Spine

In Foundation Stage reading is given the highest priority. We choose quality texts to enhance and extend vocabulary at an age appropriate level. Stories are read daily with children and we incorporate texts into every area of learning. We make sure to include texts that reflect and represent our diverse community.

The below texts are our 'must read' books for children in their Reception learning journey.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Handa Surprise – Eileen Browne</p> <p>One Snowy Night – Nick Butterworth</p> <p>Leaf Man – Lois Elber</p> <p>The Wind Blew – Pat Hutchins</p> <p>We're Going on a Bear Hunt – Michael Rosen</p> <p>When's My Birthday – Julie Fogliano</p> <p>I'm Not Scary – Raahat Kaduji</p>	<p>Rama and Sita</p> <p>Six Dinner Sid – Inga Moore</p> <p>The Squirrels Who Squabbled – Rachel Bright</p> <p>Owl Babies – Martin Waddel</p> <p>Don't Wake the Bear Hare – Steve Smallman</p> <p>The Leaf Thief – Alice Hemming</p>	<p>Rosies Walk – Pat Hutchins</p> <p>One Springy Day – Nick Butterworth</p> <p>Mr Wolfs Pancakes – Jan Fearnly</p>	<p>Jaspers Beanstalk – Nick Butterworth</p> <p>Oliver's Vegetables – Vivian French</p> <p>Oliver's Fruit Salad – Vivian French</p> <p>The Little Red Hen – Paul Galdone</p> <p>The Tiny Seed – Eric Carle</p> <p>The Enormous Turnip</p> <p>One Bean – Anne Rockwell</p>	<p>The <u>Bad Tempered</u> Ladybird</p> <p>The Very Hungry Caterpillar – Eric Carle</p> <p>The Extraordinary Gardener</p> <p>Pip and Egg – Alex Latimer</p>	<p>The Rainbow Fish – Marcus Pfister</p> <p>Splash! – Jane Hissey</p> <p>Little Cloud – Anne Booth</p> <p>The Little Raindrop – Joanna Grey</p>
<p>Traditional Tales: Goldilocks, Little Red Riding Hood, The Three Billy Goats Gruff, Hansel and Gretel</p>					