

Overall EYFS Termly Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me and My family  Autumn  Farms and Harvest	People Who Help Us  Celebrations  Christmas	Seasonal Changes – Winter  Arctic/Antarctic - Countries Around the World  Castles – Past and Present	Seasonal Changes – Spring  Traditional Tales  Gardening, Growing and Fantastic Food  Easter	Minibeasts  Woodlands and Farms	Transport, Travel and Road Safety  Our Wonderful World and Holidays

Curriculum Area	Early Learning Goal	Coverage and Knowledge
<p><b>PSED</b></p>	<p><b>Self - Regulation</b>  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <ul style="list-style-type: none"> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> </ul>	<p>Establish routines and boundaries with the EYFS environment.</p> <p>Become familiar with our EYFS routines.</p> <p>Independently explore the EYFS environment.</p> <p>Select and use activities and resources asking for help if needed.</p> <p>Create visual reminders, for example take photographs of children following the rules, e.g. lining up and sitting nicely on the carpet. Talk about these and share as a group.</p> <p>Create STAR visual reminders 'Sit smartly, Take notice, Ask and answer questions, Respect those around you'.</p> <p>Begin to learn about silent signals – stop signal, talking partners, my turn your turn.</p> <p>Talk about solving conflicts, being kind to others, sharing and turn taking.</p> <p>Begin to talk about feelings and explore different situations from different points of view.</p> <p>Talk together about how others might be feeling.</p> <p>Importance of healthy eating and brushing teeth.</p> <p>The children will learn to make connections between the features of their families and other families.</p> <p>The children will begin to notice differences between people.</p> <p>The children will continue to develop positive attitudes about the differences between people.</p>

	<ul style="list-style-type: none"> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>		
<p><b>Communication &amp; Language</b></p> <p><i>Embedded throughout everything!</i></p> <p><b>RSHE and PATHS links</b></p>	<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>	<p>Opportunities throughout continuous provision:  Story-telling and role play  Stories are chosen to support project learning, specific learning weeks and to engage children whilst focussing on their specific interests. They are also used to support learning within PATHS and RSHE.</p> <p>Text types: Stories, non-fiction, rhymes and poems.</p> <p>Targeted intervention for S+L focus children based on referrals from SaLT.</p> <p>Targeted intervention for focus children identified through NELI.</p> <p>Nurture provision to support children with low levels of C+L assessments.</p> <p>Circle times  Floor book contributions  Talking partners</p>	<p>The children will explore a variety of stories, rhymes, poems and fiction linked to our theme, sharing books throughout the session and during our daily story time.</p> <p>The children will learn to develop their listening and attention during story time. Children will learn to focus on the story and speaker.</p> <p>The children will learn our Star behaviours and learn about our Guiding Star agreements through PSHE lessons.</p> <p>The children will begin to learn new vocabulary that is explored through a variety of texts.</p> <p>The children will be offered a language rich environment in which adults talk with children throughout the day.</p>

	<ul style="list-style-type: none"> <li>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.</li> </ul>		
<p><b>English</b></p> <p><i>Read, Write Inc</i></p> <p><i>Talk for Writing</i></p>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p>	<p><u>Rhythm and Rhyme</u></p> <p>Join in with songs and rhymes.  Recognise familiar rhythms and rhymes.  Recognise that words rhyme.  Copy and keep a simple beat.  Join in and copy breaking words into syllables with a beat.  Play with rhyme.  Make up their own rhyming words.  Complete sentences with their own rhymes orally.  Break words down into syllables with a beat.  Create their own beat.</p> <p><u>Alliteration</u></p> <p>Explore initial sounds of words.  Select objects with a given initial sound from a choice of two. Identify initial sounds of words.  Match to objects with the same initial sound. Play with alliteration.</p> <p><u>Voice Sounds</u></p>	<p><u>Oral Blending and Segmenting</u></p> <p>Identify the initial sounds of words.  Build awareness that words can be broken up into sounds.  Choose the correct object when hearing the word broken into single sounds.  Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds.  Segment CVC and VC words into their individual sounds.  Start to blend the sounds of longer words. Identify how many sounds are in a CVC or VC word.</p> <p><u>Word Reading</u></p> <p>Read individual letters by saying the sounds for them.  Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>

	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>	<p>Explore different mouth movements and sounds.  Copy different voice sounds and mouth movements.  Recognise different voice sounds.  Make a variety of different voice sounds, including animal sounds.  Say speech sounds clearly.  Talk about voice sounds.  Describe and compare voice sounds.  Create their own ideas for voices of characters/ imitating voices.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.  Read a few common exception words matched to the school's phonic programme.  Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.  Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense.  <b>(as specified in the RWInc Curriculum)</b></p>
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<p><b>Maths</b></p> <p><b>Maths No Problem – Foundations</b></p>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• 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.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p>Count objects, actions and sounds. Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns. Compare length, weight and capacity.</p> <p>Consideration needs to be given to when we explore and expose the children to the idea of money – role play</p> <p><b>(see separate progression document linked to Maths No Problem)</b></p>
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## Art – Expressive Art and Design, Physical Development

<b>Creating with Materials</b> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <b>Being Imaginative and Expressive</b> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</li> </ul>					
Nursery	Reception	EYFS ELG and Knowledge	EYFS Vocabulary	To access Year 1 Art Curriculum	Year 1 Art Curriculum
<p><b>Autumn:</b> What do I look like? – mark making using a range of tools e.g. chalk, large brushes, chunky pencils, crayons.</p> <p><b>Spring:</b> Sculpture (playdoh) and collage – Matisse artwork linked to shape and colour</p> <p><b>Summer:</b> Pattern and colour – repeating patterns and colour mixing. Key Text 'Press</p>	<p><b>Autumn:</b> Self Portraits – drawing, painting, <i>Picasso Faces</i> Light and Dark – colours Kandinsky artwork – shape and colour</p> <p><b>Spring:</b> Tell Me a Story – puppet theatres Collages and textures Guiseppe Arcimboldo – fruit artwork (Science link)</p> <p><b>Summer:</b> Sculpture – clay models Andy Goldsworthy – natural art</p>	<p><b>Termly;</b> The children will explore, use and refine a variety of artistic effects to express their ideas and feelings. The children will return to and build on their previous learning, refining ideas and developing their ability to represent them. The children will explore different materials using all of their senses to investigate them. They will manipulate and play with different materials. The children will explore colour mixing and talk about the differences between colours. The children will be provided with a range of found materials, such as: blocks, clay, soft wood, off cuts of fabric with different textures. They will use these materials to express their ideas and feelings. The children will explore new vocabulary. The children will engage in variety of role play experiences. The children will have access to lots of flexible and open-ended resources to enhance children's imaginative play.</p>	Pencil Paint brush Wax crayon Pencil crayon Chalk Pastel Line Mark making Colour Warm colour Cool colour Colour mixing Shape Pattern Paper String Clay Model	<p>Children have experience of using pencils and other mark making mediums in EYFS.</p> <p>Children have experienced making marks and lines in a variety of ways.</p> <p>Children have had experience of texture, shape and colour. They have experimented with printing.</p>	<p><b>Autumn:</b> Self Portraits</p> <p><b>Spring:</b> Nature and Painting - colour</p> <p><b>Summer:</b> Collage, printing and sculpture</p>

Here' and 'Mix it up' Herve Tullet		<b>Skills:</b> Pencil line drawings, paintbrushes for paintings, printing with sponges, changing effects on painting e.g. forks, straws, printing with resources	Sculpture Natural		
<p><b>EYFS to Year 1 transition:</b>  From Reception to year 1 the year starts with a linked unit of work around self-portrait. This allows children to not only see the development of their drawing ability but also enables us to see the development from an assessment point of view. In reception the children do their own portraits based on their physical appearance, in year 1 they look at the drawings of Oliver Jeffers and what the child in the book would look like in real life. The children work on how they would compare the two styles of drawing. The children in Reception and Year 1 both have the opportunity to experience a range of texture, shape and colour work. Looking at a variety of different artists. Later on in the year the children are able to express themselves through sculpture.</p>					

## Design and Technology – Expressive Art and Design, Physical Development

<b>Early Learning Goal</b> <b>Creating with Materials</b>					
<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>					
Nursery	Reception	EYFS Knowledge	Vocabulary	To access Year 1 D&T Curriculum	Year 1 D&T Curriculum
<p><b>Autumn:</b> Exploring materials Creating a face – Collage, building My house – Building, collage, picture building Healthy eating, snack, hygiene and dental health Celebration cards and decorations</p> <p><b>Spring:</b> Sculpture (playdoh) and collage – Matisse artwork linked to shape and colour Seasons and clothes – materials Baking bread</p> <p><b>Summer:</b></p>	<p><b>Autumn:</b> Materials 3D model building Pop up cards Designing and making stockings</p> <p><b>Spring:</b> Stick puppets Pancake cooking Easter nest cooking</p> <p><b>Summer:</b> Fruit salads Models with a purpose e.g. floating, bridges</p>	<p>The children will explore, use and refine a variety of artistic effects to express their ideas and feelings. The children will create collaboratively, sharing ideas, resources and skills. The children will return to and build on their previous learning, refining ideas and developing their ability to represent them. The children will engage in variety of role play experiences. The children will have access to lots of flexible and open-ended resources to enhance children's imaginative play.</p>	<p>Soft, Juicy, Crunchy Sweet Skin, Seed, Pip, Core Peeling Cutting Healthy diet Ingredients Tasting Template Pattern Mark out Join Decorate Finish Card Masking tape Paper fastener Join Pull Push Up Down</p>	<p>Children know a variety of foods based on their diet. Children eat a range of fruit and vegetables as part of their healthy snack. Peeling skills – through snack time opportunities. Children will have varying degrees of knowledge of food preparation in their home environments. Children know about toys from school and home. Children will have varying degrees of knowledge about puppets. Children will have experience of working with paper and card and may have made simple flaps and hinges. Children will have experience using scissors for cutting and might have used craft knives before. Children will have experience using basic joining techniques and materials.</p>	<p><b>Autumn:</b> Cooking and Nutrition – preparing fruits and vegetables</p> <p><b>Spring:</b> Textiles – templates and joining techniques</p> <p><b>Summer:</b> Mechanisms – sliders and leavers</p>

Making minibeasts – sculpture, collage and building Creating farm and woodland small world play Junk modelling building modes of transport			Straight, Curve Forwards, Backwards		
<p><b>EYFS to Year 1 transition:</b>          Children in Reception end their year by thinking about healthy eating linked to fruit salads, this then continues into year 1. The children start their year looking at cooking and nutritional values of food, this is done through the preparation of fruits and vegetables and designing their own healthy eating plate. Following on from this the children spend time experimenting with a variety of joining techniques, in the previous year children will have used sewing techniques to create a stocking; this is one of the joining techniques they practise again in Year 1, however they build on this with alternatives.</p>					

## Geography – Understanding the World, Communication and Language

<p><b>Early Learning Goal:</b></p> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>					
Nursery	Reception	EYFS Knowledge	Vocabulary	To access Year 1 Geography Curriculum	Year 1 Geography Curriculum
<p><b>Autumn:</b> My school My journey to school My home What is my environment like? <i>Google</i> <i>Earth/Maps/Local Area Walk</i> Season of Autumn Clothes and weather</p> <p><b>Spring:</b> Winter weather Polar Animals – Arctic/Antarctic What is life like here and what is life like somewhere else? Link to Chinese New Year celebration Season of Spring</p>	<p><b>Autumn:</b> My school My journey to school My home What is my environment like? <i>Google</i> <i>Earth/Maps/Local Area Walk</i> Season of Autumn</p> <p><b>Spring:</b> Winter weather Polar Animals – Arctic/Antarctic What is life like here and what is life like somewhere else? Link to Chinese New Year celebration Season of Spring</p>	<p>Talk about a simple map and draw information from it. Explore and describe the natural world around me. Describe what I see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. The children will learn that there are different countries in our world and be able to talk about the differences that they have</p>	<p>Seasons Change Rain Sun Cloud Cold Hot Sand Ice Desert Temperature Rainfall Map Land Sea Ocean Globe River Town Village Farm House</p>	<p>In EYFS the children will have learnt about seasons and noticing seasonal change.</p> <p>Children may have experienced different weather in UK.</p> <p>Children will know that we live in the UK and be able to locate this on a world map.</p> <p>Children will know that Geography is learning about people and places</p>	<p><b>Autumn:</b> Where is Ashleigh Primary School? Some features of the earth occur naturally and some are made by people.</p> <p><b>Spring:</b> Is the weather the same everywhere? The weather and climate vary according to seasons</p> <p><b>Summer:</b> Where in the world is Barnaby Bear? The earth can be represented in maps which can show</p>

<p><b>Summer:</b> Season of Spring Season of Summer Comparing habitats – forests, rainforests, jungles, deserts, oceans Travelling and going to other places</p>	<p><b>Summer:</b> Season of Spring Season of Summer Comparing habitats – forests, rainforests, jungles, deserts, oceans</p>	<p>experienced or seen in photographs.</p>	<p>Shop Norwich Wymondham</p>		<p>human and/or physical features.</p>
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**EYFS to Year 1 transition:**  
Throughout the whole of Reception there are clear connections between units of work to follow in Year 1. The children have the opportunity to revisit areas of geography such as where they live, weather and features belonging to the earth. The biggest difference is the progression of knowledge and skills relating to each of these units of work. For example, in Reception the children look at their journey to school, where their home is in relation to school. By year 1 the expectation is that children can identify where their school is on a grander scale, the children are expected to learn about physical and human features around the local area as well as those further afield. The children learn about London as our capital city and begin to recognise the scale of the country as opposed to viewing their home simply as Wymondham. We introduce the idea of countries and where we are in the world. (Wymondham is in Norfolk, which is in England, which is in the UK, which is in Europe)  
When looking at the weather the children move onto thinking about climate and the difference between climate and the weather. They are able to identify areas of the world where the climate may be cooler or hotter depending on where they sit in relation to the equator. Previously children already have a knowledge of weather and therefore a more complex geographical understanding can be built in Year 1.

## History – Understanding the World, Communication and Language

<b>Early Learning Goal</b> <b>Past and Present</b> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>					
Nursery	Reception	EYFS Knowledge	Vocabulary	To access Year 1 History Curriculum	Year 1 Curriculum
<p><b>Autumn:</b> Me and My Body – Growing up Changes in routines/times of day e.g. eating, sleeping, playtime Daytime and night-time People who help me Christmas</p> <p><b>Spring:</b> What are our favourite celebrations each year? Link to Birthdays and Easter celebrations (recap Christmas celebrations)</p>	<p><b>Autumn:</b> New beginnings Changes in routine/times of the day e.g. weekends and holidays How have I changed since I was a baby? My family People who help me Christmas</p> <p><b>Spring:</b> What are our favourite celebrations each year? Link to Birthdays, Chinese New Year (cultural link) and Easter celebrations (recap Christmas celebrations) Castles – past and present</p> <p><b>Summer:</b> Now, Then and Next</p>	<p>The children will learn to make connections between the features of their families and other families. The children will begin to notice differences between people. The children will continue to develop positive attitudes about the differences between people.</p> <p>The children will learn how to notice and comment on images of familiar situations in the past.</p> <p>The children will spend time talking about family celebrations. Children will talk about photos and memories.</p> <p>The children will learn how to compare and contrast characters from stories, including figures from the past.</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now,</p>	<p>Today Yesterday Then Now Old New</p> <p>Time Year Similar/Same Different Compare</p> <p>Explorer Bravery</p>	<p>Children can talk about past and present of their own lives.</p> <p>They know about similarities and differences between themselves and others, among families, communities and traditions.</p> <p>Exposure to history through key events or cultural traditions.</p>	<p><b>Autumn:</b> Toys Past and Present</p> <p><b>Spring:</b> Great Explorer</p> <p><b>Summer:</b> Great Fire of London</p>

<p><b>Summer:</b> Now, Then and Next Transition and change Holidays – past and present Transport – past and present</p>	<p>Transition and change Holidays – past and present Transport – past and present</p>	<p>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.</p>		<p>Children can recognise that objects have changed over time.</p>	
<p><b>EYFS to Year 1 transition:</b> The connections between Reception and Year 1 History is solely based on the skills children are being taught during this time. The concept of time and changes throughout this time can be extremely ambiguous and Reception begin by preparing children to understand past and present based on their own experiences. This is done in a variety of ways from looking at changes to how their own bodies have grown, how their families have changed and developed, changes to routines before moving on to more historical changes to castles, transport and holidays. This is an opportunity for children to simply notice the changes as opposed to an expectation of knowledge. By the time they reach Year 1 the children have gained an understanding of how time can change things and how we move through time. The concepts in Year 1 are more difficult for the children to comprehend, and the expectation of skill has increased. We start Year 1 using a more manageable concept of toys and how these have changed, encouraging children to bring in older family toys and make comparisons using familiar objects. Children learn a range of skills of how to identify old and new items and look at them in a more critical light. This in turn helps children with the skills they will need to assess artefacts and information in relation to the Great Fire of London and Great Explorers. Whilst the Historical content is not directly linked the skills are the key connection between Reception and Year 1.</p>					

**Music – Communication and Language, Personal Social and Emotional Development, Expressive Art and Design**

<b>Early Learning Goal</b> <b>Being Imaginative and Expressive</b>					
<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>					
Nursery	Reception	EYFS Knowledge	Vocabulary	To access Year 1 Music Curriculum	Year 1 Music Curriculum
<p>Notice sounds around them. Recognise that different objects make different sounds. Start to identify and name sounds. Talk about environmental sounds, describing and comparing them. Explore instrumental sounds. Build awareness of how to use instruments to make sounds. Start to identify the sounds of familiar instruments, naming them. Build awareness of how you act upon an instrument affects the sound it makes.</p>	<p><b>Reception have discrete music sessions supplied by Charanga;</b></p> <p><b>Autumn</b> Me My Stories</p> <p><b>Spring</b> Everyone! Our World</p> <p><b>Summer</b> Big Bear Funk Reflect, Rewind and Replay <i>African Drumming</i></p> <p><b>In addition;</b> Music listening stations, musical instruments, singing for Harvest and</p>	<p><b>Knowledge:</b> 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.</p>	<p>Listen Sound Hear Shout Whisper Loud Quiet Singing High Low Echo Music Pulse Reflect</p>	<p>Listen and Appraise known nursery rhymes</p> <p>Use both voices and instruments alongside music</p> <p>Sing and revisit nursery rhymes and action songs</p> <p>Play simple instruments within the song</p> <p>Find the pulse using different body parts.</p> <p>Share and perform the learning that has taken place</p>	<p><b><u>Charanga</u></b></p> <p><b>Hey you!</b></p> <p><b>Rhythm in the way we walk</b></p> <p><b>Banana rap</b></p> <p><b>African Drumming</b></p> <p><b>In the Groove</b></p> <p><b>Round and Round</b></p> <p><b>Your Imagination</b></p>

<p>Talk about instrumental sounds, describing and comparing them. Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, shake the tambourine quietly.</p>	<p>Christmas, Nursery rhymes.</p>				
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**EYFS to Year 1 transition:**

In both Reception and Year 1 the children have the chance to learn how to play the African Drum, building year on year and then continues into Year 2. Much of the curriculum in Reception and Year 1 looks at teaching the skills of finding the pulse and responding to it in a variety of ways. This is developed through the Charanga scheme of work, building skills each year. Children learn a range of songs, beginning with Nursery rhymes in Reception leading on to unfamiliar yet simple songs in Year 1. Children learn to work as a group singing and playing simple instruments.

PE

<p><b>Early Learning Goal</b>  <b>ELG Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>ELG Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul> <p><b>(Please do see Progression of Skills documents for Fine Motor skill coverage in Reception as this document focuses mainly on the links with the Year 1 PE curriculum which links more directly to Gross Motor Skills). Further vocabulary can be found on the progression map vocabulary for Get Set PE.</b></p>					
Nursery	Reception PE Curriculum - Get Set 4 PE	EYFS Knowledge	Vocabulary	To access Year 1 PE Curriculum	Year 1 PE Curriculum
<p><b>Autumn:</b>            Activate, Go Noodle, Dough Disco, Fine Motor.            Space, movement and my body – learning to control their bodies, navigate space, control their actions in different environments.            Listening and following instructions.            Joining in with group activities.            Mark making.</p> <p><b>Spring:</b>            Activate, Go Noodle, Dough Disco, Fine Motor.            Bikes, trikes and scooters</p>	<p><b>Autumn:</b>            Activate.            Space, movement and my body – learning to control their bodies, navigate space, control their actions in different environments</p> <p><b>Spring:</b>            Activate.            Dance</p>	<p>The children will learn to move safely within a given space and to stop safely. They will develop control when using basic equipment e.g. scissors. They will learn to run, change direction and stop on a given signal. They will also learn to jump, hop, and balance and move in a variety of ways with increasing control. Within Dance, the children will learn to move in time to a piece of music, following the rhythm and use counting to help keep in time.</p>	<p>Travel            Jump            Take off            Land            Perform            Copy            Balance            Run            Dodge            Jog            Hop            Skip            Throw            Catch            Retrieve            Strike            Track            Safety</p>	<p>Children will have explored different ways of travelling, making their bodies into shapes, and explored balances, had opportunities to make shape jumps, begun to experience how to take-off and land safely.</p> <p>Children will have had opportunities to copy and perform actions, work collaboratively,</p>	<p><b>Autumn:</b></p> <ol style="list-style-type: none"> <li>1. Fundamentals Team Building</li> <li>2. Gymnastics Fitness</li> </ol> <p><b>Spring:</b></p> <ol style="list-style-type: none"> <li>1. Yoga Ball Skills</li> <li>2. Sending and receiving Net and wall</li> </ol> <p><b>Summer:</b></p> <ol style="list-style-type: none"> <li>1. Athletics Basketball</li> <li>2. Target Games</li> </ol>

<p>Obstacle courses – Managing and moving large objects, balancing, Games. Mark making. Dressing independently.</p> <p><b>Summer:</b> Activate, Go Noodle, Dough Disco, Fine Motor. Space, movement and my body – learning to control their bodies, navigate space, control their actions in different environments. Listening and following instructions. Joining in with group activities. Mark making. Bikes, trikes and scooters Obstacle courses – Managing and moving large objects, balancing, Games. Mark making. Outdoor learning – using tools and resources, moving objects, climbing, balancing. Dressing independently.</p>	<p>Gymnastics</p> <p><b>Summer:</b> Activate. Games Ball Skills</p>	<p>They will learn how to copy and create actions in time to a piece of music. They will also be encouraged to communicate ideas through movement, demonstrating confidence and imagination. They will be taught to play by rules given and develop co-ordination and learn to learn to play as a team. They will also learn to play against an opponent. They will be taught to follow instructions safely and carefully when playing team games. Children will learn how to throw and catch with a partner, and how to roll and track a ball, as well as how to dribble a ball using hands and then feet. They will also be taught how to develop accuracy when throwing to a target.</p>	<p>Equipment Apparatus</p>	<p>count in time to music, observe others and say what they like about performances.</p> <p>Children will have had the opportunity to explore ways of balancing, running, dodging, jogging, hopping and skipping.</p> <p>Children will have had the opportunity to practise throwing, catching, retrieving a ball, tracking a ball and striking a ball.</p>	<p>Invasion Games</p>
<p><b>EYFS to Year 1 transition:</b> The PE curriculum for both Reception and Year 1 stems from the use of Get Set 4 PE programme. Using this scheme, there are clear connections between the two year groups as seen above. Much of the curriculum for both year groups is connected through the key skills being taught and the vocabulary needed for children to access the Year 1 PE curriculum.</p>					

**PSHE – Understanding the World, Communication and Language, Personal Social and Emotional Development**

<p><b>Early Learning Goal</b>  <b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>					
<b>Nursery</b>	<b>Reception PATHS Curriculum</b>	<b>EYFS Knowledge</b>	<b>Vocabulary</b>	<b>To access Year 1 PSHE Curriculum</b>	<b>Year 1 PSHE Curriculum</b>
<p><b>Autumn:</b>  <b>Confidence</b>  <b>Empathy</b>  <b>Teamwork</b>  <b>Safety</b>                      My body – Keeping healthy and looking after myself                      Pantosaurus                      How do I keep safe? - Safe hand                      People who help us                      My feeling and the feelings of others                      Making friends                      Working as a team                      Ashleigh Reminders</p> <p><b>Spring:</b></p>	<p><b>Autumn:</b>  <b>Confidence</b>  <b>Empathy</b>  <b>Teamwork</b>  <b>Safety</b>                      What makes us special?                      Why is it sometimes hard to share? Online safety.                      Who is special to me and how do I look after them?                      What helps us stay safe? Online safety.  <b>Spring:</b>  <b>Responsibility</b>  <b>Perseverance</b>  <b>Confidence</b>  <b>Teamwork</b>                      What does private mean?</p>	<p>How to understand feelings and emotions</p> <p>How to develop a positive sense of self</p> <p>How to make good friendships and resolve conflicts  <i>(as specified in the PATHS curriculum)</i></p> <p>How to keep safe online and</p>	<p>Feelings                      Happy                      Sad                      Excited                      Cross                      Calm                      Tired</p> <p>Private</p> <p>Online safety</p> <p>Safe</p> <p>Safe hand</p> <p>Please                      Thank you</p>	<p>Children can talk about what makes them special.</p> <p>Learning to share.</p> <p>Children learn talk about their families and who takes care of them.</p> <p>How can we stay safe and healthy?</p>	<p>What is the same and different about us?</p> <p>Who is special to us?</p> <p>What helps us stay healthy?</p> <p>What can we do with money?</p> <p>Who helps to keep us safe?</p> <p>How can we look after each other and the world?</p>

<p><b>Responsibility</b>  <b>Perseverance</b>  <b>Confidence</b>  <b>Teamwork</b></p> <p>What makes me special?  Different celebrations and traditions - Developing positive attitudes to differences between people  Why and how should we care for the world and the environment?  Keeping safe</p> <p><b>Summer:</b>  <b>Teamwork</b>  <b>Perseverance</b>  <b>Responsibility</b></p> <p>Independence – taking care of myself and others  Why and how should we care for the world, animals and the environment?  Keeping safe</p>	<p>What should I do when I make a mistake?  What do I like?  Why do adults keep asking me to say please and thank you?</p> <p><b>Summer:</b>  <b>Teamwork</b>  <b>Perseverance</b>  <b>Responsibility</b></p> <p>What should I do if my friend says they don't like me anymore?  What helps us stay safe and healthy?  What helps us stay healthy?  What might it like to be a Year 1?</p>	<p>to begin to understand online safety</p>	<p>Friend</p>	<p>Learn what the word private means.</p> <p>Learning what to do when we make a mistake.</p> <p>Learn key manners such as please and thank you.</p>	
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**EYFS to Year 1 transition:**  
The PSHE curriculum for both Reception and Year 1 stems from the use of PATHs and Project Evolve. Using these two schemes there are clear connections between the two year groups as seen above. Much of the curriculum for both year groups is connected through the concepts of keeping ourselves safe, who keeps us safe, keeping ourselves healthy, what makes us special and how we can look after each other and the world around us. Reception encourages manners towards one another, something that can be continued into Year 1 and encourages learning behaviours which should develop throughout their time at Ashleigh.

**RE – Understanding the World, Communication and Language, Personal Social and Emotional Development**

<b>Early Learning Goal</b> <b>People, Culture and Communities</b> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.					
Nursery	Reception	EYFS Knowledge	Vocabulary	To access Year 1 RE Curriculum	Year 1 RE Curriculum
<p><b>Autumn:</b>  <b>What is important to me? What makes me who I am? What is special to me? Family, school, home, books, things.</b>                      Hinduism – Diwali                      Christianity – Christmas                      All about me books</p> <p><b>Spring:</b>  <b>Do people celebrate the same things? Do they celebrate in the same way? What is special to you? What is special to other people?</b>                      Favourite celebrations – different beliefs and celebrations: Weddings, Birthdays, Christenings, Chinese New Year                      Christianity – Easter</p> <p><b>Summer:</b>  <b>What places are special to you? What makes our world special? What</b></p>	<p><b>Autumn:</b>  <b>What is important to me? What makes me who I am? What is special to me? Family, school, home, books, things.</b>                      Hinduism – Diwali                      Christianity – Christmas</p> <p><b>Spring:</b>  <b>Why do people do things differently? Why do they celebrate different events and in different ways? What is special to them?</b>                      Favourite celebrations – different beliefs and celebrations: Weddings, Birthdays, Christenings, Chinese New Year                      Christianity – Easter</p> <p><b>Summer:</b>  <b>What makes a place special? What makes the world special? What places are special to other people?</b> Looking after our world, places of worship</p>	<p>The children will learn to make connections between the features of their families and other families. The children will begin to notice differences between people. The children will continue to develop positive attitudes about the differences between people.</p> <p>Understand that some places are</p>	<p>Special                      Different                      Similar                      Same                      Family                      God                      Jesus                      Nativity                      Shepherds                      Flock                      Stable                      Manger                      Inn                      Christian                      Believe                      Worship                      Pray                      Bethlehem                      Mary                      Joseph                      Donkey                      Celebration                      Christmas                      Easter                      Festival                      Christian                      God                      Celebration</p>	<p>The idea of 'God' and what this means to other people.</p> <p>Children have taken part in a nativity and learnt about the Christmas story.</p> <p>We celebrate in different ways.</p> <p>How do we celebrate birthdays?</p> <p>What is special to me?</p> <p>What things are special to other people?</p> <p>How do I celebrate Christmas?</p>	<p>Autumn                      The Nativity</p> <p>Spring                      Traditions and festivities associated with Holi and Easter.</p> <p>Summer                      Creation stories – Christian, Muslim, Hindu and Jewish</p>

<p><b>places are special to other people?</b> Looking after our world, places of worship</p>		<p>special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Jesus</p>		
<p><b>EYFS to Year 1 transition:</b>  Children in Reception begin learning about religion through the idea of celebrations and how Christians celebrate Christmas and Hindus celebrate Diwali. Children consider why these are important celebrations and connect this to their own thoughts and feelings around celebrations and what is special to them. Following on from this they look at alternative celebrations throughout the year from a range of cultures. This is to ensure children are aware and accepting of the ways in which different cultures celebrate but also begins the introduction to learning about these differences in more detail in Year 1. During their time in year 1 children will revisit the concept of Christmas and Christianity whilst learning about the nativity, as well as Easter, Holi and other creation stories. The children are encouraged to revisit what is special to them and how these festivals and celebrations are special others.</p>					

## Science – Understanding the World, Communication and Language, Personal Social and Emotional Development

<b>Early Learning Goal</b>					
<b>The Natural World</b>					
<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>					
<b>Managing Self</b>					
<ul style="list-style-type: none"> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>					
<b>Nursery</b>	<b>Reception</b>	<b>EYFS Knowledge</b>	<b>Vocabulary</b>	<b>To access Year 1 Science Curriculum</b>	<b>Year 1 Science Curriculum</b>
<p><b>Autumn:</b> My Body – growing up Looking after my body – teeth, healthy eating, sleep My Day – day, night, changes in routine Season of Autumn Harvest – Farms and Food</p> <p><b>Spring:</b> Season of Winter Season of Spring Tell Me a Story – Traditional Tales stories linked to materials</p>	<p><b>Autumn:</b> My Body – growing up Looking after my body – teeth, healthy eating, sleep My Day – day, night, changes in routine Season of Autumn Harvest – Farms and Food</p> <p><b>Spring:</b> Season of Winter Season of Spring Tell Me a Story – Traditional Tales stories linked to materials</p> <p><b>Summer:</b></p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>The children will observe and notice changes around them.</p> <p>The children will explore growth and decay over time linked to plants in the garden. The children will plant seeds and vegetables and learn how to care for them.</p> <p>The children will identify a variety of mini-beasts that live in the garden.</p>	<p>Body Healthy Teeth Day Night Season Spring Summer Autumn Winter Food Grow Water Sunlight Land Sea Hard Soft Shiny Dull Rough</p>	<p>Children can talk about their bodies.</p> <p>Children can talk about how they have grown.</p> <p>Children recognise that they have changed since being a born.</p> <p>Children can talk about how we have different seasons and what the weather is like outside.</p>	<p><b>Autumn:</b> What are bodies and what do they do? Humans</p> <p><b>Spring:</b> What are things made from? Seasonal changes Materials</p> <p>What are things made from? continued Everyday materials</p> <p><b>Summer:</b> What is alive? Plants What other types of things are alive? Animals</p>

<p><b>Summer:</b>  Season of Spring  Season of Summer  Growing - plants  Changes – life cycles  Habitats – land animals, sea animals</p>	<p>Season of Spring  Season of Summer  Growing - plants  Changes – life cycles  Habitats – land animals, sea animals</p>	<p>They will use of all their senses in hands on exploration, of natural materials and animals. They will explore natural materials in the outdoor environment to investigate and talk about, to create a suitable habitat for garden mini-beasts.</p> <p>Learn to identify a variety of farm animals, matching adult animals to their young.</p> <p>The children will learn to understand the life cycle of a butterfly.</p>	<p>Smooth</p>	<p>Children can talk about animals local to the UK.</p> <p>Children will learn that plants have a life cycle.</p>	
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**EYFS to Year 1 transition:**

It is easy to see the clear connections between the Reception and Year 1 Science curriculum as seen above. Whilst the children learn about the growth of plants, animals, seasons, materials and bodies. Whilst the children in Reception follow a very similar set of units in Science as they do in Year 1 the expectation of knowledge and skill in these progress significantly. The children in Year 1 not only need to know the seasons but also recognise key differences in weathers as well as learning about how these seasons occur. When learning about animals, children in Year 1 develop an understanding of how to categorise these animals and specifics about what they need to survive, learning key terms such as carnivore, omnivore and herbivore. Whilst children in Reception may be exposed to this more scientific vocabulary, it is not the expectation of Reception for them to retain these. Children in Reception will also experiences of life cycles of frogs and chicks, whilst in Year 1 children look at the life cycle of plants and begin to use scientific enquiries to investigate how plants grow best and how these life cycles work best. Scientific enquiries are also much more formal in Year 1 when thinking about material, whilst in Reception the children are prepared to think about investigations using materials linked to traditional tales. The expectation is not that children in Reception would conduct an experiment in the same way as Year 1, therefore these skills are developed in Year 1 and throughout their schooling.