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|  | **Autumn 1**  **Transition**  Starting school/new beginnings Rules and routines All about me, families, homes Feelings and emotions  **Seasons - Autumn** | | **Autumn 2**  **Journeys**  **Here or There?**  Celebrations, parties  Bonfire Night, Remembrance Day  Harvest, Diwali,  Advent, Christmas  **Seasons – Autumn** | | **Spring 1**  **Here or There?**  Comparing places  Polar regions and the desert  Recycling, looking after the world  **Seasons - Winter** | | **Spring 2**  **Then and Now**  **Seasons - Spring** | | **Summer 1**  **Unique Us**  Human body, senses  Keeping fit and healthy  **Seasons - Summer** | | | **Summer 2**  **Growth and animals**  Growing and changing  Plants and flowers Animals and minibeasts  Life cycles  **Seasons – Summer** | |
| **Key Text** | **Nursery** | **Reception** | **Nursery** | **Reception** | **Nursery** | **Reception** | **Nursery** | **Reception** | **Nursery** | **Reception** | | **Nursery** | **Reception** |
| **Key Vocabulary**  (Including but not  limited to) | **Nursery**  Happy, sad, angry, calm, scared, feelings, | **Reception**  Nocturnal, owlets, babies, alone, hunting, lonely, natural, unique, same, different, | **Nursery**  Journey  start, finish  next, then, after that  near, far  Country  Celebrate  Hexham | **Reception**  Notice  Countries globe  Similar  Different  Festival  Traditions  Hexham  Town | **Nursery**  World  South Pole  North Pole  Desert  Wood | **Reception**  Globe  Habitat  Freeze  Drought  Notice  Similarities  Differences  Duke’s Wood  River | **Nursery**  Past  Now  Baby  Toddler  Child Adult | **Reception**  In the past  History  artefact  Notice  Similarities  Differences | **Nursery**  Healthy choices  Unique  Special | | **Reception**  Balanced diet  Unique  Respect | **Nursery**  Seed  Seedling  Warmth  Cocoon  Growth | **Reception**  Habitat  Metamorphosis  Life Cycle  Roots  Stems |
| **Additional Texts**  (Including but not  limited to) | **Nursery**  Dogger    My World Your World  You Choose  (TT) Goldilocks and the Three Bears  (NF) Making Faces | **Reception**  The Invisible String  Harry and the Dinosaurs  Lucy and Tom at School.  (TT) Goldilocks and the three bears  (NF) Owls and Owlets (animals and their babies) | **Nursery**  Handa’s Surprise  Peace at Last  My Granny went to Market  (TT) Little Red Riding Hood  (NF) Welcome to our World | **Reception**  We all went on Safari  Usborne - My Town  Poles Apart  (TT) Little Red Riding Hood  (NF) Children’s Picture Atlas | **Nursery**  Lazy Lion  We’re Going on a Lion Hunt  If you were a Penguin  (TT) Romanian TT  (NF) The Emperor's egg | **Reception**  The Bear  Mama Panya's Pancakes  The Great Explorer  (TT) Romanian TT  (NF) Polar Bears for Kids | **Nursery**  And Tango Makes Three  The Family Book  So much  (TT) The GingerBread Man  (NF) All About Families | **Reception**  Mr Gumpy’s Motor car  The Tiger that came to Tea  Oi! Get Off our Train  (TT) The Gingerbread Man  (NF) Toys in the Past | **Nursery**  Oliver Fruit Salad  It’s OK to be different  Pom Pom is Super  (TT) The Little Red Hen  (NF) Fruits and Vegetables: Early learning picture book for babies, toddlers, kids, and pre-schoolers. | | **Reception**  I lost my tooth in Africa  Supertato  Giraffes Can’t Dance  (TT) The Little Red Hen  (NF) Going to the Dentist (My First Time | **Nursery**  The Very Hungry Caterpillar  Tidy  Jaspers Beanstalk  (TT) Jack and the Beanstalk  (NF) My Little Bean Diary | **Reception**  Superworm  Jim and the Beanstalk Snail Trail: In Search of a Modern Masterpiece (TT) Jack and the Beanstalk  (NF) Lifecycles: Caterpillar to Butterfly: |
| **Traditional Tales** | **Autumn 1**  **Focus week**  Goldilocks and the Three Bears  Retelling, language enrichment, story sequencing. Links to the seven areas of learning. | | **Autumn 2**  **Focus week**  Little Red Riding Hood  Retelling, language enrichment, story sequencing. Links to the seven areas of learning. | | **Spring 1**  **Focus week**  Romanian TT  Retelling, language enrichment, story sequencing. Links to the seven areas of learning. | | **Spring 2**  **Focus week**  The GingerBread Man  Retelling, language enrichment, story sequencing. Links to the seven areas of learning. | | **Summer 1**  **Focus week**  The Little Red Hen  Retelling, language enrichment, story sequencing. Links to the seven areas of learning. | | | **Summer 2**  **Focus week**  Jack and the Beanstalk  Retelling, language enrichment, story sequencing. Links to the seven areas of learning. | |
| **Seasons:**  Key Knowledge and possible experiences  (including but limited to) | **Autumn**  One week Autumn focus  Natural observation and experiences  Seasonal food, art.  Nursery - Autumn is a season. Some leaves change colour and fall from the trees.  Reception - Autumn is a season. Daylight hours get shorter. There are lots of natural changes to observe in Autumn. (Harvest, Leaves) | | | **Winter**  One week Winter focus  (Match focus week with a real life winter weather week)  Natural observation and experiences, Season food, art.  Nursery - Winter is a season. It gets colder and there is sometimes snow.  Reception - Winter is a season. There are lots of natural changes to observe in Winter. (Snow, Ice) | | | **Spring**  One week Spring focus  Natural observation and experiences  Seasonal food, art.  Nursery - Spring is a season. It gets warmer and some plants and flowers start to grow.  Reception - Spring is a season. There are lots of natural changes to observe in Spring. | | | | **Summer**  One week Summer focus  Natural observation and experiences  Seasonal food, art.  Nursery - Summer is a season. It can be hot and some plants and flowers start to flower and fruit.  Reception - Summer is a season. There are lots of natural changes to observe in Summer. | | |
| **Key Knowledge**  (Including but not  limited to) | **Nursery**  **All about me:**  We all experience lots of feelings.  There are names for feelings.  We can identify our own feelings.  We are part of a caring, safe school where we can share our feelings with each other. | **Reception**  **All About me:**  Families come in all shapes and sizes.  We can identify when we might feel worried and know what to do to help ourselves. We can understand when others might feel worried and offer help to them. | **Nursery**  **Celebrations:**  Different people celebrate different things and have different traditions. People celebrate Bonfire Night with bonfires and fireworks. Diwali is the Hindu festival of light. We remember people who worked and died in wars. men and women who worked as service men and women.  **Christmas:**  Christmas is celebrated in Winter. It is a Christain festival. Families have different traditions.  **Here or there?**  We live in Hexham. We can talk about our immediate surroundings . Journeys can take us to places near and far. IWe can talk about some familiar journeys. Long journeys take us to different countries. We can talk about things we see from different countries. | **Reception**  **Celebrations:** Different people celebrate different things and have different traditions. Bonfire Night is on the 5th November. People celebrate with bonfires and fireworks. Remembrance Day is on the 11th November. We remember all the people who worked and died in wars. There is a time of silence at 11am. Diwali is the Hindu festival of light.  **Christmas:**  Advent is a time of preparation for  Christmas.  Christmas takes place on the 25th  December and is a Christian Festival  celebrating the birth of Jesus.  A Nativity play tells the story of Jesus’  birth.  **Here or there?**  We live in Hexham, we can talk about some human and physical features of Hexham.  We can see journeys on maps. WWe can make maps. We can talk about familiar and unfamiliar things we notice from different countries. | **Nursery**  **Here or there?**  There are woods near our school.  Journeys can take us to places near and far. Long journeys take us to different countries. We can talk about things we see from different countries.  **Our World:** Nursery - We can do things to look after our local environment. People can do things to look after the world.  **Celebrations:**  Chinese New celebrates a new year. Families have different traditions. | **Reception**  **Here or there?**  Duke's Wood is near our school. There is a river in Hexham.  We can see journeys on maps. We can talk about familiar and unfamiliar things we notice from different countries.  **Our World:**  We have a responsibility to look after our local environment and the world.  **Chinese New Year:**  An animal represents each year. | **Nursery**  **Then and Now:**  I was a baby then a toddler then a child and I will be an adult next.  Families can be big or small and our families can be different from other people's families.  Our school is like a family where we care for each other. | **Reception**  **Then and Now:**  People in our families are of different ages. People wore different clothes.  People travelled in different ways.  Houses were made of different  materials.  Children played with different toys. | **Nursery**  **Unique Me:**  I am unique, I can recoginse special things about myself.  **Humans:**  There are healthy choices for our bodies. | | **Reception**  **Unique Me:**  We are all unique, I can recognise the uniqueness in others. Other people can have similarities to me. It is good to be different and we must always show kindness and respect towards everyone.  **Humans:**  Humans can look after their bobies in many different ways. | **Nursery**  **Plants:**  Plants grow from seeds and bulbs. Plants need light, warmth, water and food to grow.  **Animals:**  Baby animals sometimes look similar or different to an adult. | **Reception**  **Plants:**  Plants have roots, stems/stalks, leaves and flowers.  **Animals:**  Baby animals are sometimes known by different names to the adult. Spiders have 8 legs. Insects have 6 legs and three body sections – head, thorax and abdomen. |
| **Possible experiences and Provision**  (Not an exhaustive list) | **Nursery**  Circle times  Mirrors  Emotive songs  Emotive art  Autumn walk and wonder  Seasonal food  Three Bears cottage | **Reception**  Nest building  Circle times  Owl food hunt obstacle course  Hot seating characters  Owl song (real life) and our responses  Autumn walk and wonder  Harvest  Three Bears Cottage | **Nursery**  Bonfire Night - Food and transitional art in class (small scale) and outside (big scale)  Autumn walk  Seasonal food  Little Red Riding Hood Rachmaninoff - Little Red Riding Hood Diwali celebrations  Christmas  Mapping  Circle times | **Reception**  Harvest  Bonfire Night - Food and transitional art in class (small scale) and outside (big scale)  Autumn walk  Seasonal food  Little Red riding hood Rachmaninoff - Little Red Riding Hood Diwali celebrations  Christmas  Nativity  Mapping  Circle times | **Nursery**  Winter walk and wonder.  Maps  Globes  Chinese New Year  Mothers day  Pancake Day  Romanian TT  Litter Pick  Circle times  Easter | **Reception**  Winter walk and wonder.  Maps  Globes  Chinese New Year  Mothers day  Pancake Day  Romanian TT  Litter Pick  Circle times  Easter | **Nursery**  Baby photo  Family photos  Gingerbread man  Spring walk and wonder  Circle times | **Reception**  Old toys  Old clothes  Old photographs  Gingerbread man  Spring walk and wonder  Circle times | **Nursery**  The Little Red Hen  Healthy cooking  Teeth brushing  Circle times | | **Reception**  The Little Red Hen  Healthy cooking  Teeth brushing  Circle times | **Nursery**  Jack and the Beanstalk  Grow Beanstalks  Caterpillars to Butterflies  Baby animals | **Reception**  Jack and the Beanstalk  Grow Beanstalks  Caterpillars to Butterflies  Baby animals  Tadpoles |

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| Communication and Language | | | | | | |
|  | Autumn | | Spring | | Summer | |
| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Educational Programme | The development of children’s spoken language underpins all seven areas of learning and development. Children’s backand-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. | | | | | |
| Curriculum Goal | Nursery  To become a **‘Confident Communicator’** in every day play and focussed sessions, showing the ability to follow instructions, concentrate, think through and extend ideas with real and imaginary thoughts with others. To use learnt, meaningful vocabulary in a wide variety of contexts.  Demonstration: Hold to and fro conversations with others, use learnt vocabulary. | | | Reception  To become a **‘Confident Communicator’** who can ask relevant questions and make comments, chat back and forth with friends and adults and express ideas and feeling with confidence, explaining their informed choices to others. To use learnt, meaningful vocabulary in a wide variety of contexts.  Demonstration: Take part in a show and tell session, listening appropriately and asking relevant questions. | | |
| Ongoing yearly provision | Nursery  Circle time  Story times  Nursery Rhymes  Songs  Makaton  Helicopter Stories  Language rich environment  Key text exploration | | | Reception  Circle time  Story times  Nursery Rhymes  Songs  Makaton  Helicopter Stories  Language rich environment  Unique Us  Show and Tell  Key text exploration | | |

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| Personal, Social and Emotional Development | | | | | | |
|  | Autumn | | Spring | | Summer | |
| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Educational Programme | 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. | | | | | |
| Curriculum Goal | Nursery  To become an **‘Independent Individual and a Fantastic Friend**’ in Hexham First School, who happily greets and interacts with others, sharing thoughts and resources patiently, valuing self and others and willing to persist and not be daunted by challenge. Develop an awareness of what makes them unique and label some of their emotions.    Demonstration: Play a simple board game with others. | | | Reception  To become an **‘Independent Individual and a Fantastic Friend**’, who shows empathy to others, determination to complete a goal, resilience in the face of challenges, shows curiosity in the world around them and to identify what is unique about themselves and recognise uniqueness in others. Describes, understands and demonstrates healthy choices surrounding self-care.  Demonstration: Take part in ‘Unique You’ sessions, identifying and sharing what they think about the uniqueness of peers. | | |
| Ongoing yearly provision | Nursery  Daily routines  Expectations  Circle time  Story time  Helicopter stories  Language rich environment  Seasonal food preparation and eating | | | Reception  Hexham First way  Daily routines  Circle time  Story times  Helicopter stories  Language rich environment  Unique Us  Show and Tell  Seasonal food preparation and eating | | |

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| Physical Development | | | | | | |
|  | Autumn | | Spring | | Summer | |
| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Educational Programme | 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. | | | | | |
| Curriculum Goal | Nursery  To become an **‘Amazing Athlete**’ and develop body strength when climbing up, across and down various equipment, negotiating and rolling down the hill. Using bikes and scooters to whizz around and construct masterpieces on a large scale.  Demonstration: Undertake a challenging obstacle course and make a suggestion for an additional element.  To become a **‘Talented Tool User and Marvelous Mark Maker’’** regularly visiting the ‘funky finger’ table and other equipment that builds up hand and whole body strength through adventurous play, to be able to enjoy mark making and confidently demonstrate a proficient grip.  Demonstration: Mark make for an independently decided purpose e.g. drawing a map, writing a shopping list using a proficient grip. | | | Reception  To become a **‘Amazing Athlete**’ who can use strength, balance and coordination to run, jump, hop, skip, climb, dance and cycle confidently and safely.  **Fine Motor Skills**  To become a **‘Talented Tool User’** who holds a pencil effectively and uses cutlery with confidence.  Demonstration: Create a challenging obstacle course to demonstrate a range of movements, testing and refining ideas. | | |
| Term by Term Provision | Nursery  Autumn - Hula Hoop Day - 16th September, Little Movers, Yoga | | | Reception  Autumn - Little Movers, Yoga, Hula Hoop Day - 16th September  PE With Andy Brown  Autumn  Spring  Summer | | |
| Ongoing yearly provision | Nursery  Dough Disco  Funky fingers table  Squiggle whilst you wiggle  Lunch time - cutlery  Yoga  Obstacle Course provision  Vehicle provision  Outdoor provision | | | Reception  Funky fingers table  Lunch time - cutlery  Obstacle course provision  Vehicle provision  Outdoor provision | | |

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| Literacy | | | | | | |
|  | Autumn | | Spring | | Summer | |
| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Educational Programme | It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). | | | | | |
| Curriculum Goal | Nursery  To become a **‘Brilliant Bookworm’** accessing books for pleasure, turning pages and describing characters, scenes and outcomes in illustrations. Recognising some symbols and letters of significance. Enjoy the experience of choosing a library book to share at home. To access small world resources in storytelling.  Demonstration: Choose a book to look at for pleasure and retell it using story/small world resources.  To become a **‘Learning Listener’** with radar hearing, discerning, remembering, sequencing and creating dynamic sounds in every day play, with awesome rhythm and rhyme awareness, blending and segmenting orally.  Demonstration: Engage with oral blending and segmenting games successfully. | | | Reception  To become a **‘Brilliant Bookworm’** accessing books for pleasure, discuss parts of a story, predict plausible next events, question and discover new vocabulary. To enjoy the experience of choosing their own library book providing an explanation for their choice. To use their phonological knowledge to assess appropriate books.  Demonstration: Choose a library book and explain their choice.  To become a **‘Brilliant Bookworm**’ who can read books containing words they can decode, (which are made up of single sounds, (such as g and c ) and digraphs, (such as ee and igh) and can talk about what they have read.  Demonstration: Read phonological appropriate texts and answer appropriate questions. | | |
| Term by Term Provision  **Nursery** | Autumn  Children to begin to identify and explore environmental sounds, instrumental sounds and body percussion. | | Spring  Children to build on previous learning and begin to use Rhythm and Rhyme | | Summer  Children begin to copy exaggerated sounds such as ssssss and suggest words when given an initial sound. Children to begin to use alliteration and voice sounds. Oral blending and segmenting. | |
| Term by Term Provision  **Reception** | Read single-letter Set 1 sounds, letter formation | Read all Set 1 sounds; blend sounds into words orally, letter formation, fred fingers | Blend words: read short Ditty stories, letter formation, fred fingers, writing groups, words phrase | Read Red Storybooks, letter formation, Fred Fingers, writing groups, words, phrases | Read Green Storybooks; read some Set 2 sounds, letter formation, fred Fingers, writing groups, words, phrases, sentences | Read Green or Purple Storybooks, letter formation, fred Fingers, writing groups, words, phrases, sentences |
| Ongoing yearly provision | Nursery  Story Times/ Circle times, Class instructions - Orally blend and segment, identify rhyme and continue a rhyming string, count syllables, discriminate between sounds  Book Area  Small world story  We Never say no to a story  Writing Area  Writing provision in other areas  Key Text exploration  Helicopter stories | | | Reception  Story Times/ Circle times, Class instructions - Orally blend and segment, identify rhyme and continue a rhyming string, count syllables, discriminate between sounds  Book Area  Small world story  We Never say no to a story  Writing Area  Writing provision in other areas  Key Text exploration  Helicopter stories | | |

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| Mathematics | | | | | | |
|  | Autumn | | Spring | | Summer | |
| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Educational Programme | Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that 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. | | | | | |
| Curriculum Goal | Nursery  To become a **‘Master of Maths’** to use embedded mathematical knowledge and language naturally in everyday play. Subitising, counting and representing marks to at least 5 and matching, measuring and comparing all sorts.  Demonstration: Use their maths tools and language in child initiated play. e.g. “I see one welly, I need one more to have two” | | | Reception  To become a **‘Master at Maths’** who has a solid understanding of numbers to ten, applies their understanding to problem solving, recognises the pattern of the counting system, compares quantities and can recall number bonds to 5.  Demonstration: Use their maths tools and language in child initiated play. e.g “We need 4 wellies because there are 2 of us, double 2 is 4” | | |
| Term by Term Provision  **Nursery** | Autumn  Geometry - Recognising, naming and matching colours.  Sorting - By various attributes, Continuing AB patterns  Measurement - Using the language of size  Number & Place Value - Grasping the Counting Principles, Comparing amounts of objects | | Spring  Subitising 1-5  Visual - Low cognitive load – real objects  Low cognitive load – composition  Representing 1- 5 on a five frame  Representing 1 -5 using marks, pictures and fingers.  Cardinality of numbers  Ordinality of numbers | | Summer  Shape & Space - Shape  Measurement - Ordering the events of our day  Length and Height  Weight  Capacity  Shape & Space - Positional Language | |
| Term by Term Provision  **Reception** | Getting to know you, JJust like me Match and sort Making comparisons (Compare amounts Compare size, mass and capacity) Exploring Pattern (Make simple patterns) | It’s me 1, 2, 3! Representing 1, 2, 3 Comparing 1, 2, 3 Composition of 1, 2, 3 Geometry and spatial thinking (Circles and triangles Spatial awareness) Light and dark Numbers to 5 (Four and Five One more and one less. Geometry and spatial thinking (Shapes with 4 sides) Measurement – Time (Night and day) | Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass (2) Compare capacity (2) Growing 6, 7, 8 6, 7 and 8 Making pairs Combining 2 groups Length and height Time | Building 9 and 10 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern (2) Consolidation | To 20 and beyond Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning (1) First, then, now Adding more Taking away Spatial reasoning (2) | Find my pattern Doubling Sharing and grouping Even and odd Spatial reasoning (3) On the move Deepening understanding Patterns and relationships Spatial reasoning (4) |
| Ongoing yearly provision | Nursery  Daily routines - How many people are here today?  Day, Month, Date  Subitise challenge end of day  Maths provision in continuous provision resources | | | Reception  Daily routines - How many people are here today?  Day, Month, Date  Subitise challenge end of day  Maths provision in continuous provision resources | | |

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| Understanding the World | | | | | | |
|  | Autumn | | Spring | | Summer | |
| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Educational Programme | 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 firefighters. 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. | | | | | |
| Curriculum Goal | Nursery  To become an **‘Exceptional Explorer’** who investigates challenges with an enquiring mind and uses a breadth of vocabulary and investigative tools to observe, remember, explain and predict.  Demonstration: For example: The natural phenomenon of ice.  Observe a piece of ice, explain their understanding of what it is, predict what might happen to it. Learn and use associated vocabulary. | | | Reception  To become an **‘Exceptional Explorer’** who understands how to read a simple map, knows their own family tree, shows care to living creatures, recognises seasonal changes and understands some differences between familiar and contrasting environments around the world and in the past.  Demonstration: Create a map of a familiar journey. | | |
| Term by Term Provision | Nursery  Autumn - Bonfire Night, Diwali, Harvest, Autumn, Christmas, Remembrance Sunday  Spring - Winter., Chinese New Year, Mothers day, Pancake Day, Easter, Spring  Summer - Plants, Seed, Caterpillars, Butterflies, Summer | | | Reception  Autumn - Bonfire Night, Diwali, Harvest, Autumn, Christmas, Remembrance Sunday  Spring - Winter., Chinese New Year, Mothers day, Pancake Day, Easter, Spring  Summer - Plants, Seed, Caterpillars, Butterflies, Summer | | |
| Ongoing yearly provision | Nursery  Exploration area  Outdoor Provision  Story times | | | Reception  Exploration area  Outdoor Provision  Story times | | |

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| Expressive Arts and Design | | | | | | |
|  | Autumn | | Spring | | Summer | |
| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Educational Programme | 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. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. | | | | | |
| Curriculum Goal | Nursery  To become a **‘Dynamic Designer’** who develops ideas using embedded skills, techniques and knowledge of experiences to represent and complete their dreams.  Demonstration: Make something of their own design using cutting and joining.  To become a **‘Proud Performer’** who can discern a few instruments, attempt to play them loudly, softly, fast and slowly, whilst developing an ear for rhythm.  Demonstration: Use rhythm sticks to play along to a song using various tempo, hard and soft.  To become a **‘Dynamic Designer’** build a crafty construction model, having their own idea, completing it independently, using mixed media to proudly share their masterpiece.  Demonstration: Make a model based on their own interests. | | | Reception  To become a **‘Dynamic Designer’** who develops ideas using embedded skills, techniques and knowledge of experiences to represent and complete their dreams. Use artists to inspire and discuss.  Demonstration: Explain their ‘make’ to others, using joining, cutting and change an idea e.g. use tape instead of glue stick to achieve a goal.  To become a **‘Dynamic Designer’** who develops ideas using embedded skills, techniques and knowledge of experiences to represent and complete their dreams.  Demonstration: Make something of their own design using cutting and joining.  To become a **‘Dynamic Designer**’ to build a crafty construction model, having their own idea, plan how to make it, improving their design whilst they work if they incur a challenge, using a variety of materials and explain the challenging elements of their ‘make.’  Demonstration: Proudly share a model, explaining the challenging parts. | | |
| Ongoing yearly provision | Nursery  Craft area  Paint  Playdough  Small and large box modelling  Collage  Key text exploration  Work bench | | | Reception  Craft area  Paint  Playdough  Small and large box modelling  Collage  Key text exploration  Work bench | | |