

## St Andrew's Methodist Primary School



***“STRIVING FOR EXCELLENCE-  
TOGETHER AS ONE WITH GOD”***

Our curriculum and its delivery ensure that children, from their own starting points make good progress. During their time with us children make rapid progress towards the national expectation for a good level of development at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One.

Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing.

We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.

### **Our curriculum Intent:**

At St Andrew's Methodist Primary 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. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

### **Our delivery and Implementation:**

At St Andrew's Methodist Primary 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. We use WellComm to assess and provide extra early language support.
- Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics.
- 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 messy/sensory play trays.
- 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.

- The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors where appropriate. Topics are supported by quality key texts. These are 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 knowledge organisers 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 Seesaw to engage in their child's learning and share experience from home. We invite parents in for curriculum meetings, curriculum mornings and play and stays to ensure they are up to date on our method of teaching.
  - 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. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.
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There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. On the table below, our curriculum is split into the 7 areas of learning as depicted within the EYFS Statutory Framework. Each area starts with the quote from the Statutory Framework, defining the educational programmes ensuring that this is still at the heart of our curriculum.

Also outlined on the table, the academic year is split into the 6 half terms across both Nursery and Reception. Each half term has a shared EYFS theme. We use this theme to help plan shared learning opportunities for our outdoor provision. This theme is a direction we plan to take the children's learning in, however, we are flexible and will follow the children's interests where possible.

Objectives are introduced at different point of the year, they will be revisited and most often repeated to ensure a good consolidation of the skills and knowledge.

Our curriculum builds the foundation for the objectives taught within the National Curriculum, Year 1 onwards. Relevant links have been highlighted where it is the start to the objectives covered throughout the rest of their time at our school.

Alongside each topic, we have specific vocabulary we will teach the children. This will be repeated and built upon throughout their time at our school.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>EYFS Topics</b>	N: Ourselves R: Marvellous Me/People who help us	N: Let's Celebrate R: Fantastic Festivals	N: Winter Wonderland R: Frozen Planet	N: How Does Your Garden Grow? R: Nurturing Nature	N: Magnificent Minibeasts R: Amazing Animals	N: Once upon a Time R: Dungeons and Dragons
<b>Nursery Key Vocab</b>						
<b>Reception Key Vocab</b>						

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	Nursery	<p><b><u>Listening, Attention and Understanding</u></b> Children will listen attentively in a range of situations.</p> <p><b><u>Speaking</u></b> Children will know and retell the story 'Peace At Last'.</p> <p>Children will know and use vocabulary linked to their theme 'Ourselves' including family, home, and friends.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will enjoy listening to longer stories.</p> <p><b><u>Speaking</u></b> Children will know and retell the story 'We're Going on a Bear Hunt'.</p> <p>Children will know and use vocabulary linked to their theme 'Let's Celebrate!' including celebrate, decoration, Diwali, Christmas.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will understand and follow simple instructions.</p> <p><b><u>Speaking</u></b> Children will know and retell the story 'The Snowman'.</p> <p>Children will know and use vocabulary linked to their theme 'Winter Wonderland!' including Winter, ice, snow.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will understand and follow simple instructions and questions.</p> <p><b><u>Speaking</u></b> Children will know and retell the story 'The Enormous Turnip'.</p> <p>Children will know and use vocabulary linked to their theme 'How does your garden grow?' including seeds, beans, fruit, vegetables.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will understand/follow simple instructions, questions and commands.</p> <p><b><u>Speaking</u></b> Children will know and retell the story 'The Very Hungry Caterpillar'.</p> <p>Children will know and use vocabulary linked to their theme 'Magnificent Minibeasts' including wild, pet, habitat, wildlife.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will begin to pay attention to more than one thing at a time.</p> <p><b><u>Speaking</u></b> Children will know and retell the story 'The 3 Little Pigs'.</p> <p>Children will know and use vocabulary linked to their theme 'Once Upon A Time' including magic, fairytale, happily ever after.</p>
		<p><b><u>Observational Checkpoint:</u></b> Can children shift focus from one task to another if you fully obtain their attention? Can children use sentences of four to six words? Can children join sentences using 'because', 'or', 'and'. Can children use future and past tense? Can children answer a simple 'why' question?</p>					

Reception	Development Matters (Reception)	<p><b><u>Listening, Attention and Understanding</u></b> Children will listen carefully to a story.</p> <p>Children will ask what questions.</p> <p><b><u>Speaking</u></b> Children will know and retell 'The Colour Monster'</p> <p>Children will know and use vocabulary linked to their theme 'Marvellous Me!' including special, unique, similar, and different.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will join in with repeated refrains in a story.</p> <p>Children will ask who questions.</p> <p><b><u>Speaking</u></b> Children will know and retell 'Stickman'</p> <p>Children will know and use vocabulary linked to their theme 'Fantastic Festivals!' including tradition, Diwali, religion.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will talk about key events in a story.</p> <p>Children will ask when questions.</p> <p><b><u>Speaking</u></b> Children will know and retell 'Lost and Found'</p> <p>Children will know and use vocabulary linked to their theme 'Frozen Planet!' including explorers, Arctic, Antarctic.</p> <p>Children will express ideas using past and present tense.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will identify the main characters in the story and talk about their feelings.</p> <p>Children will ask where questions.</p> <p><b><u>Speaking</u></b> Children will know and retell 'Farmer Duck'</p> <p>Children will know and use vocabulary linked to their theme 'Nurturing Nature' including recycling, environment, and wild plants.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will link events in a story to their own experiences.</p> <p>Children will ask why questions.</p> <p><b><u>Speaking</u></b> Children will know and retell 'The Very Greedy Bee'</p> <p>Children will know and use vocabulary linked to their theme 'Amazing Animals!' including life cycles, nocturnal, hibernate.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will 'hot seat' characters from a story.</p> <p><b><u>Speaking</u></b> Children will know and retell 'George and the Dragon'</p> <p>Children will know and use vocabulary linked to their theme 'Dungeons and Dragons' including castle, prince, princess.</p> <p>Children will express ideas using past and present tense.</p>
		<p><b><u>Listening, Attention and Understanding:</u></b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b><u>Speaking:</u></b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					

Personal, Social and Emotional	Nursery	Development Matters (3-4 years)	<p><b>Self-Regulation</b> Children will separate from main carer to come into nursery.</p> <p><b>Managing Self</b> Children will know the class rules: - Looking eyes - Listening ears - Hands in lap</p> <p>Children will know to wash and dry their hands before eating and after using the toilet.</p> <p><b>Building Relationships</b> Children will know how to play alongside each other.</p>	<p><b>Self-Regulation</b> Children will know which adults can help them in nursery.</p> <p><b>Managing Self</b> Children will know how to look after and tidy up resources.</p> <p>Children will know to drink water to be healthy.</p> <p><b>Building Relationships</b> Children will know how to play partner games.</p>	<p><b>Self-Regulation</b> Children will become confident with visitors in nursery.</p> <p><b>Managing Self</b> Children will know examples of healthy food.</p> <p><b>Building Relationships</b> Children will share resources and play in a group.</p>	<p><b>Self-Regulation</b> Children will show confidence walking around our local area.</p> <p><b>Managing Self</b> Children will know to exercise to be healthy.</p> <p><b>Building Relationships</b> Children will take turns whilst playing and waiting patiently to have a go.</p>	<p><b>Self-Regulation</b> Children will show confidence in visiting the local church.</p> <p><b>Managing Self</b> Children will know how to calm themselves by stopping and taking deep breaths.</p> <p>Children will know to brush their teeth to be healthy.</p> <p><b>Building Relationships</b> Children will consider the feelings of others in stories.</p>	<p><b>Self-Regulation</b> Children will show confidence by going on a coach for a school trip.</p> <p><b>Managing Self</b> Children will know how to independently use the toilet.</p> <p><b>Building Relationships</b> Children will know how to listen to a friend and agree a compromise.</p>
	<p><b>Observational Checkpoint:</b> Can children share and take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can children settle at activities for a while? Can children play alongside others? Can children take part in pretend play, taking on a role such as Mummy or Daddy? Can children take part in pretend play with different roles such as the Gruffalo? Can children negotiate solutions to conflicts in their play?</p>							
	Reception	Development Matters (Reception)	<p><b>Self-Regulation</b> Children will see themselves as unique by sharing their hobbies and interests.</p> <p><b>Managing Self</b> Children will know how regular exercise is important for their health.</p> <p><b>Building Relationships</b> Children will know how to identify their feelings, using books such as 'The Colour Monster' to support understanding.</p>	<p><b>Self-Regulation</b> Children will know how to be helpful by taking on jobs such as serving snack and tidying up.</p> <p><b>Managing Self</b> Children will know the school rules and the Sunshine Behaviour system.</p> <p>Children will know the benefits of healthy eating.</p> <p><b>Building Relationships</b> Children will know how to listen to others with respect.</p>	<p><b>Self-Regulation</b> Children will know how to make the right choice and the consequences of not doing so.</p> <p><b>Managing Self</b> Children will know how regular teeth brushing is important for their health.</p> <p><b>Building Relationships</b> Children will know how to treat others in our class using the statement 'Kind hands and kind words'.</p>	<p><b>Self-Regulation</b> Children will know the effects of their behaviour on others.</p> <p><b>Managing Self</b> Children will know what a sensible amount of screen time is and why this is important for their health.</p> <p><b>Building Relationships</b> Children will be able to describe what makes a good friend including attributes such as listening and sharing.</p>	<p><b>Self-Regulation</b> Children will know to use the calm area when they are feeling upset/angry.</p> <p><b>Managing Self</b> Children will know about the importance of a good sleep routine for their health.</p> <p><b>Building Relationships</b> Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p>	<p><b>Self-Regulation</b> Children will know how to overcome challenges, using books such as 'The Most Magnificent Thing'.</p> <p><b>Managing Self</b> Children will know how to be a safe pedestrian and why this is important.</p> <p><b>Building Relationships</b> Children will know how to resolve a problem by talking it through with a friend or adult.</p>

**Self-Regulation:** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.

**Managing Self:** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**Building Relationships:** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.



Physical	Nursery	Development Matters (3-4 years)	<p><b>Gross Motor</b> Children will know how to walk up and down steps Children will know how to climb up and down on playground equipment</p> <p><b>Fine Motor</b> Children will explore large mark making to develop cross the mid-line movements.</p>	<p><b>Gross Motor</b> Children will know how to avoid obstacles and people while moving Children will know how to ride a tricycle using feet to push forward Children will know how to run</p> <p><b>Fine Motor</b> Children will know how to zip up their coat.</p>	<p><b>Gross Motor</b> Children will know how to walk forward along a bench, watching their feet Children will know how to jump off a low step, landing on two feet</p> <p><b>Fine Motor</b> Children will know how to use hammers to hit a large headed nail.</p>	<p><b>Gross Motor</b> Children will know how to ride a tricycle using pedals Children will know how to jump over objects or off a step</p> <p><b>Fine Motor</b> Children will know how to use scissors to make snips in paper.</p>	<p><b>Gross Motor</b> Children will know how to jump over small objects Children will know how to throw a ball or other object Children will know how to trap a thrown ball against body (bending arms when catching)</p> <p><b>Fine Motor</b> Children will know how to use a comfortable grip when holding a pencil.</p>	<p><b>Gross Motor</b> Children will know how to gallop (but not smoothly) Children will be able to strike a ball with a large paddle bat Children will be able to kick a ball forward by stepping or running up to it</p> <p><b>Fine Motor</b> Children will show preference for a dominant hand.</p>	
	<p><b>Observational Checkpoint:</b> Can children paint, chalk or make marks with water on vertical surfaces? Can children move in a range of ways including hopping, climbing and balancing? Can children work in groups/teams? Can children use one-handed tools such as scissors or a hammer? Do children have a comfortable grip when using pens/pencils? Are children independent in dressing themselves?</p>								
	Reception	Development Matters (Reception)	<p><b>Gross Motor</b> Children will walk across beam or bench, forward and backward Children will be able to march Children will shake, twist and swing an arm or leg</p> <p><b>Fine Motor</b> Children will know the correct pencil grip and posture for writing.</p> <p>Children will know how to correctly form the letters s, a, t, p.</p>	<p><b>Gross Motor</b> Children will know how to run smoothly, quickly change direction and stops/start quickly Children will be able to step forward to throw ball and follow through Children will be able to catch a thrown ball with both hands</p> <p><b>Fine Motor</b> Children will know how to do up and undo buttons.</p> <p>Children will know how to correctly form the letters i, n, m, d, g.</p>	<p><b>Gross Motor</b> Children will know how to jump and spin Children will know how to move through an obstacle course Children will know how to hop, skip or twirl around and stop without falling</p> <p><b>Fine Motor</b> Children will know how to use a knife and fork.</p> <p>Children will know how to correctly form the letters o, c, k, e, u, r.</p>	<p><b>Gross Motor</b> Children will know how to play "Follow the Leader" using a variety of traveling movements Children will attempt to jump rope Children will know how to bounce and catch a ball</p> <p><b>Fine Motor</b> Children will know how to use two-hole scissors to make snips in paper.</p> <p>Children will know how to correctly form the letters h, b, f, l, j</p>	<p><b>Gross Motor</b> Children will know how to gallop and skip with ease Children will know how to play games that require jumping or kicking a ball Children will know how to throw a hand-sized ball Children will know how to strike a stationary ball</p> <p><b>Fine Motor</b> Children will have a go at weaving and threading activities.</p> <p>Children will know how to correctly form the letters v, w, x, y, z.</p>	<p><b>Gross Motor</b> Children will know how to hop across the playground; hopping on one foot then the other Children will know how to dribble the ball Children will know how to kick a moving ball whilst running</p> <p><b>Fine Motor</b> Children will know how to use two-hole scissors to cut along lines.</p> <p>Children will know how to correctly form capital letters.</p>	

**Gross Motor:** Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

**Fine Motor:** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

Literacy	Nursery	Development Matters (3-4 years)	<p><b>Comprehension</b> Children will know the logos for local supermarkets.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b>Word Reading</b> Children will spot and suggest rhymes.</p> <p><b>Writing</b> Children will know how to draw horizontal lines.</p>	<p><b>Comprehension</b> Children will know a range of signs including bus stop, parking, stop.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b>Word Reading</b> Children will clap syllables in a word.</p> <p><b>Writing</b> Children will know how to draw vertical lines.</p>	<p><b>Comprehension</b> Children will know print has different purposes by exploring menus, magazines, newspapers, labels.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b>Word Reading</b> Children will know familiar words with the same initial sound such as mum and milk.</p> <p><b>Writing</b> Children will know how to draw circles.</p>	<p><b>Comprehension</b> Children will know the names of different parts of a book including the cover, title, author.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b>Word Reading</b> Children will know the SSPS pictures for s, a, t, p, i, n, m, d, g, o, c, k,</p> <p><b>Writing</b> Children will know how to draw diagonal lines.</p>	<p><b>Comprehension</b> Children will know how to turn the pages of a book carefully.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b>Word Reading</b> Children will know the SSPS pictures for e, u, r, h, b, f, j, v, w, x, y, z</p> <p><b>Writing</b> Children will write the initial sound in their name.</p>	<p><b>Comprehension</b> Children will know how to read from left to right and top to bottom.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b>Word Reading</b> Children will know the SSPS pictures for qu, ch, sh, th,</p> <p><b>Writing</b> Children will write their name.</p>
	<p><b>Observational Checkpoint:</b> Can children identify a range of different signs? Do children know how to handle a book and turn the pages one at a time? Can children identify rhymes and clap syllables? Can children talk to an adult about a story that they have enjoyed? Can children write their name?</p>							
	Reception	Development Matters (Reception)	<p><b>Comprehension</b> Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p><b>Word Reading</b> Children will read and correctly form the sounds s, a, t, p, i, n, m, d, g, Children will hear and identify initial sounds in words.</p> <p>Children will know tricky words l, the.</p> <p><b>Writing</b> Children will know how to correctly form the letters s, a, t, p</p> <p>Children will know how to write their name.</p>	<p><b>Comprehension</b> Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p><b>Word Reading</b> Children will read and correctly form the sounds o, c, k, e, u, r, h, b, f, j, v, w, x, y, z</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky words to, into.</p> <p><b>Writing</b> Children will know how to correctly form the letters i, n, m, d, g, o</p> <p>Children will know how to write initial sounds.</p>	<p><b>Comprehension</b> Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p><b>Word Reading</b> Children will read and correctly form the sounds qu, ch, th, sh, ng.</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky words no, go, so.</p> <p><b>Writing</b> Children will know how to correctly form the letters c, k, e, u, r, h</p> <p>Children will know how to write CVC/CVCC words.</p>	<p><b>Comprehension</b> Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p><b>Word Reading</b> Children will read and correctly form the sounds ai, ee, igh, ow, oo (short), oo (long).</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky words he, she, me, we, be.</p> <p><b>Writing</b> Children will know how to correctly form the letters b, f, j, v, w</p> <p>Children will know how to write a short phrase.</p>	<p><b>Comprehension</b> Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p><b>Word Reading</b> Children will read and correctly form the sounds ar, or, ur, ow, oi, ear, air, ure, er.</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky words are, they, her.</p> <p><b>Writing</b> Children will know how to correctly form the letters x, y, z.</p> <p>Children will know how to write a short sentence.</p>	<p><b>Comprehension</b> Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p><b>Word Reading</b> Children will sound and blend words with SSPS Basics 2 and 3 sounds.</p> <p>Children will know tricky words my, by, of.</p> <p><b>Writing</b> Children will know how to correctly form capital letters.</p> <p>Children will know how to read what they have written to check it makes sense.</p>

**Comprehension:** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

**Word Reading:** Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**Writing:** Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Maths	Nursery	Development Matters (3-4 years)	<p><b>Number</b> Children will rote count to 5.</p> <p><b>Numerical Patterns</b> Children will sort by colour, size and object.</p> <p>Children will sequence events using language including first, then and after.</p> <p>Children will identify patterns around them such as stripes on clothes.</p>	<p><b>Number</b> Children will count to in correspondence to 5.</p> <p><b>Numerical Patterns</b> Children will compare big and small.</p> <p>Children will identify a circle, square and triangle.</p> <p>Children will use language including sides, corners, straight, flat and round.</p>	<p><b>Number</b> Children will count in correspondence to 5, knowing that the total is 5.</p> <p>Children will show 'finger numbers' up to 5.</p> <p><b>Numerical Patterns</b> Children will use language including tall, long, short.</p> <p>Children will begin to identify some 2d shapes.</p>	<p><b>Number</b> Children will rote count to 10.</p> <p>Children will identify more/less.</p> <p><b>Numerical Patterns</b> Children will use positional language including on top, under, next to and behind.</p> <p>Children will match objects that are the same.</p>	<p><b>Number</b> Children will count in correspondence to 10.</p> <p>Children will subitise to 3.</p> <p><b>Numerical Patterns</b> Children will use language including light, heavy, full and empty.</p> <p>Children will make shape pictures using different resources.</p> <p>Children will solve real world mathematical problems with numbers up to 5.</p>	<p><b>Number</b> Children will count recognise numbers 1, 2 and 3.</p> <p><b>Numerical Patterns</b> Children will make an AB repeating pattern.</p> <p>Children will notice and correct an error in a repeating pattern.</p> <p>Children will discuss routes and locations using words such as 'in front of' and 'behind'.</p>
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**Observational Checkpoint:** Can children subitise to 3? Can children count in correspondence to 5? Can children rote count beyond 5? Can children compare quantities, size, length, weight and capacity? Can children talk about 2D and 3D shapes? Can children use positional language? Can children select shapes appropriately? Can children create a repeating pattern?

Reception	Development Matters (Reception)	<p><b>Number</b> Children will represent, compose and compare numbers to 4.</p>	<p><b>Number</b> Children will represent, compose and compare numbers to 10.</p>	<p><b>Number</b> Children will count, compare and partition numbers to 10.</p> <p>Children to use the part-whole model.</p> <p>Children will begin to understand teen numbers.</p> <p><b>Numerical Patterns</b> Children will compare distance (length, height, width).</p> <p>Children will compare mass/weight and volume/capacity.</p> <p>Children will identify and sort 2d shapes.</p>	<p><b>Number</b> Children will add numbers to 10.</p> <p>Children will subtract numbers to 10.</p> <p><b>Numerical Patterns</b> Children will learn to halve numbers to 10.</p> <p>Children will learn to double numbers to 10.</p>	<p><b>Number</b> Children will count, compare and partition numbers to 10 and beyond.</p> <p>Children to use part-whole models with addition and subtraction</p> <p><b>Numerical Patterns</b> Children will use simple fractions.</p> <p>Children will compare distance and mass/weight.</p> <p>Children will compare and sort shapes.</p>	<p><b>Number</b> Children will add and subtract numbers to 10 and beyond.</p> <p><b>Numerical Patterns</b> Children will explore time (times of day, days of the week etc).</p> <p>Children will describe position and direction.</p> <p>Children will learn that money comes in the form of coins and notes.</p>
		<p><b>Number:</b> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns:</b> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					

Understanding the World	Nursery - Development History	<p><b>Past and Present</b> Children will know they were a baby.</p>	<p><b>Past and Present</b> Children will know about Poppy Day and Bonfire Night.</p>	<p><b>Past and Present</b> Children find out about Chinese New Year. The Year of the Rabbit.</p>	<p><b>Past and Present</b> Children will find out about Spring and know before it was Winter and next it will be Summer, then Autumn.</p>	<p><b>Past and Present</b> Children will find out about the Kings coronation and how Queen Elizabeth was on the throne before him.</p>	<p><b>Past and Present</b> Children will begin to understand that at the moment they attend Nursery but soon they will go to 'big school.'</p>

	Geography	<b><u>People, Culture and Communities</u></b> Children will talk about differences and similarities between themselves and people in their local community.	<b><u>People, Culture and Communities</u></b> Children will know that a globe represents the world.	<b><u>People, Culture and Communities</u></b> Children will know about hot and cold places in our world.	<b><u>People, Culture and Communities</u></b> Children will know the name of the town that our school is in.	<b><u>People, Culture and Communities</u></b> Children will learn from visitors of various occupations inc. a plumber, farmer, vet.	<b><u>People, Culture and Communities</u></b> Children will know where 'big school' is and other school's they may be going to are in Little Hulton/Walkden.
	Science	<b><u>The Natural World</u></b> Children will know the names of body parts: heads, arms, hands, legs, feet, neck.	<b><u>The Natural World</u></b> Children will know how materials change when cooking, cooling and heating.	<b><u>The Natural World</u></b> Children will make collections of natural materials to investigate and talk about.  Children will know how materials change when melting.	<b><u>The Natural World</u></b> Children will know that seeds can turn into plants. Children will begin to understand how it takes time to grow fruit and vegetables.  Children will plant and grow a fruit/vegetable/herb.	<b><u>The Natural World</u></b> Children will know that a butterfly comes from an egg.  Children will know how to respect and care for living things.  Children will investigate light, dark and shadows.	<b><u>The Natural World</u></b> Children will explore and talk about forces including magnets, floating/sinking and stretching.
	RE	<b><u>People, Culture and Communities</u></b> Children will know how and why we celebrate Harvest Festival.	<b><u>People, Culture and Communities</u></b> Children will know that some people celebrate Diwali.  Children will know that some people celebrate Christmas.	<b><u>People, Culture and Communities</u></b> Children will look at photos of different churches in Little Hulton/Walkden.	<b><u>People, Culture and Communities</u></b> Children will find out about Palm Sunday.  Children will know some people celebrate Easter.	<b><u>People, Culture and Communities</u></b> Children will listen to a selection of bible stories. Book-Stories Jesus Told by Nick Butterworth.	<b><u>People, Culture and Communities</u></b> Children will take time to reflect and say a short thank you prayer.
	Computing	Children will know how to use a camera to take photos.	Children will know how to use the Interactive white board.	Children will know how to select an app on an iPad.	Children will know how to make digital art on the iPad/IWB.	Children will know how to play interactive games on the iPad/IWB.	Children will learn how to operate wind-up toys and pulleys.
<b>Observational Checkpoint:</b> Can children use their senses to explore? Can children make sense of their own life-story and family history? Can children understand the key features of the life cycle of a plant and an animal? Do children show an interest in different occupations? Can children talk about differences between materials and changes they notice? Can children talk about different countries in the world?							

Understanding the World	Reception - Development Matters (Reception)	History	<p><b>Past and Present</b> Children will know how they have changed from being a baby to being 4/5.</p> <p>Children will know who Florence Nightingale is and why she is important.</p>	<p><b>Past and Present</b> Children will explore images, stories and artefacts from the past.</p> <p>Children will know that Remembrance Day is to remember soldiers who died in the war.</p>	<p><b>Past and Present</b> Children will find out about the famous explorers and their missions to discover the North and South Pole.</p>	<p><b>Past and Present</b> Children will know that the past is anything before the current day.</p> <p>Children will now that the present is now.</p>	<p><b>Past and Present</b> Children will know who David Attenborough is and why he is important.</p> <p>Children will look at images of castles from the past and present and identify similarities and differences.</p>
		Geography	<p><b>People, Culture and Communities</b> Children will know that the green on a globe is land and the blue is sea.</p> <p>Children will know that a globe shows different countries around the world.</p> <p>Children will identify typical weather in Autumn.</p>	<p><b>People, Culture and Communities</b> Children will know how people in different countries celebrate Christmas.</p> <p>Children will know that Little Hulton is in England.</p>	<p><b>People, Culture and Communities</b> Children will know the name of the road that our school is on.</p> <p>Children will explore aerial maps of our school and identify key features.</p> <p>Children will identify typical weather in Winter.</p>	<p><b>People, Culture and Communities</b> Children will know that we can only grow certain fruit/vegetables in England.</p> <p>Children will identify typical weather in Spring.</p>	<p><b>People, Culture and Communities</b> Children will know that we do not have certain animals in England and will compare with Africa.</p> <p>Children will identify typical weather in Summer.</p>
		Science	<p><b>The Natural World</b> Children will know the names of body parts: shoulders, elbows, knees, ankles.</p> <p>Children will know the 5 senses.</p> <p>Children will know that this time of year is Autumn.</p>	<p><b>The Natural World</b> Children will identify plastic and metal.</p> <p>Children will know what material a magnet picks up.</p>	<p><b>The Natural World</b> Children will know that this time of year is Winter.</p> <p>Children will explore floating and sinking.</p>	<p><b>The Natural World</b> Children will know the names of the 4 seasons and weather associated with them.</p> <p>Children will know the life cycle of a sunflower.</p> <p>Children will know how to care for a plant.</p> <p>Children will know that this time of year is Spring.</p>	<p><b>The Natural World</b> Children will observe how a tree has changed over the 4 seasons.</p> <p>Children will observe changes and growth of chicks.</p> <p>Children will know the life cycle of a chick.</p>
		RE	<p><b>People, Culture and Communities</b> Children will know what is special to them and their families.</p>	<p><b>People, Culture and Communities</b> Children will know the story of Diwali.</p> <p>Children will know the Christian Christmas story.</p>	<p><b>People, Culture and Communities</b> Children will name and explain the purpose of a church.</p>	<p><b>People, Culture and Communities</b> Children will know the Easter story.</p>	<p><b>People, Culture and Communities</b> Children will name and explain the purpose of a mosque.</p>
			<p><b>People, Culture and Communities</b> Children will know what the bible is.</p>				

		Children will know how to use an iPad to take photos.	Children will know how to use keys on a keyboard to type their name.	Children will know how to use a trackpad to move a cursor.	Children will know how to use the laptop to make digital art using the programme 'paint'.	Children will know how to programme a beebot.	Children will know how to ask google a question using dictation.
<p><b><u>Past and Present:</u></b> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b><u>People, Culture and Communities:</u></b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p><b><u>The Natural World:</u></b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>							



Expressive Arts and Design	Nursery - Development Matters (3-4 years)	Music	<p><b>Being Imaginative</b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- 5 Little Ducks</li> <li>- Humpty Dumpty</li> <li>- Twinkle Twinkle Little Star/ Twinkle Twinkle Chocolate Bar</li> </ul> <p>Children will explore a range of musical instruments.</p>	<p><b>Being Imaginative</b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- Hickory Dickory Dock</li> <li>- 5 Little Snowmen</li> <li>- Baa Baa Black Sheep/Baa Baa Pink Sheep</li> </ul>	<p><b>Being Imaginative</b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- 5 Little Speckled Frogs</li> <li>- If You're Happy and You Know It</li> <li>- Incy Wincy Spider/Snow Alternative</li> </ul> <p>Children will draw to represent ideas like movement and loud noises.</p>	<p><b>Being Imaginative</b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- 5 Currant Buns</li> <li>- Three Blind Mice</li> <li>- Old Macdonald Had a Farm</li> </ul>	<p><b>Being Imaginative</b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- 5 Little Men in a Flying Saucer</li> <li>- Jack and Jill</li> <li>- Miss Polly Had a Dolly</li> </ul> <p>Children will play sound matching games.</p>	<p><b>Being Imaginative</b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- 5 Little Monkeys Jumping on the Bed</li> <li>- Polly Put the Kettle On</li> <li>- The Wheels on the Bus</li> </ul> <p>Children will play a range of instruments to express their feelings and ideas.</p>
		Art and Design	<p><b>Creating with Materials</b> Children will do large scale drawings/paintings.</p> <p>Children will use pencils to free draw.</p>	<p><b>Creating with Materials</b> Children will paint on a flat surface and an easel.</p> <p>Children will explore and recreate art in the style of <b>Jackson Pollock</b>.</p>	<p><b>Creating with Materials</b> Children will explore colour mixing.</p> <p>Children will use pencils to draw closed shapes such as squares and rectangles.</p>	<p><b>Creating with Materials</b> Children will explore painting with a range of tools such as cotton buds, vegetables, toothbrushes etc.</p> <p>Children will explore and make art in the style of <b>Piet Mondrian</b>.</p>	<p><b>Creating with Materials</b> Children will explore painting on a range of different surfaces such as tin foil, cling film, sugar paper etc.</p> <p>Children will do observational drawings.</p>	<p><b>Creating with Materials</b> Children will explore various painting techniques such as splatter painting, bubble painting, straw painting, printing etc.</p> <p>Children will explore and make art in the style of <b>Andy Goldsworthy</b>.</p>
	<p><b>Observational Checkpoint:</b> Can children take part in pretend play? Can children create using different materials? Can children develop their own creative ideas by drawing and painting? Can children perform a range of songs? Can children play instruments to express their own ideas?</p>							
Reception - Development Matters (Reception)	Music	<p><b>Being Imaginative</b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- Dingle, Dangle Scarecrow</li> <li>- Cauliflowers Fluffy</li> </ul>	<p><b>Being Imaginative</b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- Away in a Manger</li> <li>- Little Donkey</li> </ul> <p>Children will listen to a range of instruments and identify similarities and differences.</p>	<p><b>Being Imaginative</b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- Row, row, row your boat</li> <li>- Early in the morning</li> </ul> <p>Children will know how to tap/clap along to a rhythm.</p>	<p><b>Being Imaginative</b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- I went to the animal fair</li> <li>- The animals went in two by two</li> </ul> <p>Children will experiment with different ways of playing instruments.</p> <p>Children will join in with choreographed dances.</p>	<p><b>Being Imaginative</b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- Here we go round the mulberry bush</li> <li>- Mary, Mary Quite Contrary</li> </ul> <p>Children will know how to match a pitch.</p>	<p><b>Being Imaginative</b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- A sailor went to sea, sea, sea</li> <li>- There's a hole in the bottom of the sea</li> </ul> <p>Children will know perform their own dances using steps and techniques that they have learned.</p>	

	Art and Design	<p><b>Creating with Materials</b> Children will know how to mix primary colours to make secondary colours using poster paints.</p> <p>Children will know how to draw a person – head, body, arms, legs and facial features.</p> <p>Children will know how to make the flange join and treasury tag join.</p>	<p><b>Creating with Materials</b> Children will know how to mold clay.</p> <p>Children will make fruit and vegetable portraits in the style of <b>Giuseppe Arcimboldo</b>.</p> <p>Children will know which glue or tape to use for their chosen purpose.</p>	<p><b>Creating with Materials</b> Children will know how to make 2D collages.</p> <p>Children will explore and make art in the style of <b>Henry Matisse</b>.</p> <p>Children will know how to make an I-brace join.</p>	<p><b>Creating with Materials</b> Children will know how to use and mix watercolour paints.</p> <p>Children will know how to use different techniques to make 3D collages.</p> <p>Children will know how to make a slot join.</p>	<p><b>Creating with Materials</b> Children will know how to make a mono print.</p> <p>Children explore and create art in the style of <b>Georgia O'Keefe</b>.</p> <p>Children will know how to make a tab join.</p>	<p><b>Creating with Materials</b> Children will know how to make different shades of the same colour.</p> <p>Children will know how to make a split pin join.</p> <p>Children will know how to make a tie join.</p>
<p><b>Creating with Materials:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being Imaginative:</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>							