

	Nursery – Emerging 30- 50 months		Developing 30-50 months		Secure 30-50 months		
This band shows where chn may be. Teaching does not necessarily follow bands in order.	Reception – Emerging 40-60 months		Developing 40-60 months		Expected ELG / Exceeding		Continuous Learning
	Autumn 1 6 weeks	Autumn 2 6 weeks	Spring 1 6 weeks	Spring 2 5.5 weeks	Summer 1 6 weeks	Summer 2 7.5 weeks	Whole school Care, think and learn statements embedded on a weekly basis at appropriate level
Theme 1	All About Me	Weather and Seasons	Animals (Mini Beasts)		People Who Help Us	Transport and Journeys	
Optional Theme 2	Nursery Rhymes (writing)	Celebrations	Being Healthy (senses)	Traditional Tales	Superheroes	Under the Sea	
PSED –Nursery	<ul style="list-style-type: none"> <li>*Establishing routines</li> <li>*Managing Feelings</li> <li>*Making friends Who helps us learn</li> <li>*My interests</li> <li><u>Links to curriculum:</u></li> <li>*Interested in others’ play and starting to join in.</li> <li>*Separates from main carer with support.</li> <li>*Aware that some actions can hurt or harm others.</li> </ul> 22-36 months	<ul style="list-style-type: none"> <li>*Establishing routines</li> <li>*Managing Feelings</li> <li>*Making friends Who helps us learn</li> <li>*My interests</li> <li><u>Links to curriculum:</u></li> <li>*Can play in a group, extending and elaborating play ideas.</li> <li>*Can select and use activities and resources with help.</li> <li>*Aware of own feelings, and knows that some actions and words can hurt others’ feelings.</li> </ul>	<ul style="list-style-type: none"> <li>* Developing relationships</li> <li>* developing own likes and dislikes</li> <li><u>Links to curriculum:</u></li> <li>* Initiates play, offering cues to peers to join them.</li> <li>*Welcomes and values praise for what they have done.</li> <li>*Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> </ul>	<ul style="list-style-type: none"> <li>*Managing feelings</li> <li>* Knowing own interests</li> <li>*Following rules</li> <li><u>Links to curriculum:</u></li> <li>*Keeps play going by responding to what others are saying or doing.</li> <li>*Enjoys responsibility of carrying out small tasks.</li> <li>*Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> </ul>	<ul style="list-style-type: none"> <li>*Building confidence</li> <li>*Encouraging risk taking</li> <li><u>Links to curriculum:</u></li> <li>*Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> <li>*Is more outgoing towards unfamiliar people and more confident in new social situations.</li> </ul>	<ul style="list-style-type: none"> <li>*Building confidence</li> <li>*Encouraging risk taking</li> <li><u>Links to curriculum:</u></li> <li>*Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>*Shows confidence in asking adults for help.</li> </ul>	Daily school routines

					*Can usually adapt behaviour to different events, social situations and changes in routine.		
PSED- Reception	<ul style="list-style-type: none"> <li>*Establishing routines</li> <li>*Managing Feelings</li> <li>*Making friends Who helps us learn</li> <li>*My interests</li> <li><u>Links to curriculum:</u></li> <li>* Initiates conversations, attends to and takes account of what others say.</li> <li>*Confident to speak to others about own needs, wants, interests and opinions.</li> <li>*Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they</li> </ul>	<ul style="list-style-type: none"> <li>*Understanding rules</li> <li>*Managing behaviour</li> <li>*Working together</li> <li><u>Links to curriculum:</u></li> <li>*Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>*Confident to speak to others about own needs, wants, interests and opinions.</li> <li>*Aware of the boundaries set, and of behavioural expectations in the setting.</li> </ul>	<ul style="list-style-type: none"> <li>*Similarities / differences</li> <li>*Likes / dislikes</li> <li><u>Links to curriculum:</u></li> <li>* Takes steps to resolve conflicts with other children.</li> <li>*Beginning to be able to negotiate and solve problems without aggression</li> </ul>	<ul style="list-style-type: none"> <li>*Adapting to different situations</li> <li>*Accepting differences and following rules</li> <li><u>Links to curriculum:</u></li> <li>* Takes steps to resolve conflicts with other children.</li> <li>*Beginning to be able to negotiate and solve problems without aggression</li> </ul>	<ul style="list-style-type: none"> <li>*How people in our community help us</li> <li>*How we can be a good citizen</li> <li><u>Links to curriculum:</u></li> <li><b>* Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity.</b></li> <li><b>* Children are confident to try new activities, and say why they like some activities more than others.</b></li> <li><b>* Children talk about how they and others show feelings, talk about their own and others' behaviour, and</b></li> </ul>	<ul style="list-style-type: none"> <li>*Road safety</li> <li>Personal journey to Year 1</li> <li>*Responsibility in small tasks</li> <li><u>Links to curriculum:</u></li> <li><b>* They show sensitivity to others' needs and feelings, and form positive relationships</b></li> <li><b>* They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. Say when they do or don't need help</b></li> <li><b>* work as part of a group or class, understand and</b></li> </ul>	Specific situations addressed as required e.g. stranger danger; bullying

	realise they have upset them.				<b>its consequences, and know that some behaviour is unacceptable.</b>	<b>follow the rules. Adjust their behaviour to different situations, can cope with change.</b>	
CLL -Nursery	<p>*Engaging with others <u>Links to curriculum:</u> *Shows interest in play with sounds, songs and rhymes. *Understands 'who', 'what', 'where' in simple questions. *Holds a conversation, jumping from topic to topic. 22-36 months</p>	<p>* Developing listening skills * Developing speaking skills <u>Links to curriculum:</u> *Listens to others one to one or in small groups, when conversation interests them. *Understands use of objects *Beginning to use more complex sentences to link thoughts.</p>	<p>* Developing listening skills * Developing speaking skills <u>Links to curriculum:</u> *Listens to stories with increasing attention and recall. *Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. *Can retell a simple past event in correct order.</p>	<p>* Developing listening skills * Developing speaking skills * Making links to own experiences <u>Links to curriculum:</u> *Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. *Responds to simple instructions, e.g. to get or put away an object. *Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p>	<p>* Developing attention skills and understanding <u>Links to curriculum:</u> *Focusing attention – still listen or do, but can shift own attention. *Beginning to understand 'why' and 'how' questions. *Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</p>	<p>* Following and understanding rule and instructions. <u>Links to curriculum:</u> *Is able to follow directions (if not intently focused on own choice of activity).</p>	

CLL- Reception	Introduction to phonics. Listening and Attention. Understanding and speaking skills.		Progression in listening and attention. Progression in Understanding and Speaking.			
	<u>Links to curriculum:</u> *Maintains attention, concentrates and sits quietly during appropriate activity. * Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes *Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. *Uses language to imagine and recreate roles and experiences in play situations		<u>Links to curriculum:</u> *Two-channelled attention – can listen and do for short span *Able to follow a story without pictures or props. *Listens and responds to ideas expressed by others in conversation or discussion. *Links statements and sticks to a main theme or intention. *Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. *Introduces a storyline or narrative into their play		<u>Links to curriculum:</u> <b>*Listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Give their attention to what others say and respond appropriately, while engaged in another activity</b> <b>* Follow instructions involving several ideas or actions.</b> <b>*Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</b> <b>* Express themselves effectively, showing awareness of listeners’ needs.</b> <b>* use past, present and future forms accurately when talking about events</b> <b>* develop their own narratives and explanations by connecting ideas or events</b>	
PD –Nursery	*Exploring the outside environment with big movements * Taking risks *Mark making (pencil control) <u>Links to curriculum:</u>	*Hygiene/ Toilet <u>Links to curriculum:</u> * Feeds self competently with spoon. * Drinks well without spilling. * Clearly communicates	*Developing independence <u>Links to curriculum:</u> * Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off	* Awareness of space *Risk taking <u>Links to curriculum:</u> *Moves freely and with pleasure and confidence in a range of ways,	*Beginning to form letter shapes <u>Links to curriculum:</u> *Holds pencil between thumb and two fingers, no longer using	*Beginning to write name and other letters <u>Links to curriculum:</u> * Can copy some letters, e.g. letters from their name.

	<ul style="list-style-type: none"> <li>* Runs safely on whole foot.</li> <li>* Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</li> <li>* Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li> <li>* Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>* Beginning to use three fingers (tripod grip) to hold writing tools</li> <li>* Imitates drawing simple shapes such as circles and lines.</li> <li>May be beginning to show preference for dominant hand.</li> </ul>	<p>their need for potty or toilet.</p> <ul style="list-style-type: none"> <li>* Observes the effects of activity on their bodies.</li> </ul> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <ul style="list-style-type: none"> <li>* Can usually manage washing and drying hands.</li> </ul>	<p>unbuttoned shirt.</p> <ul style="list-style-type: none"> <li>* Beginning to be independent in self-care, but still often needs adult support.</li> </ul> <ul style="list-style-type: none"> <li>* Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul>	<p>such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <ul style="list-style-type: none"> <li>* Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> </ul>	<p>whole-hand grasp.</p> <ul style="list-style-type: none"> <li>* Holds pencil near point between first two fingers and thumb and uses it with good control.</li> </ul>		
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<p>PD-Reception</p>	<p>*Going to the toilet inde. / basic hygiene          *Daily routine  <u>Links to curriculum:</u>          *Usually dry and clean during the day.          * Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.          *Shows a preference for a dominant hand.          *Experiments with different ways of moving.</p>	<p>*Manages risks  <u>Links to curriculum:</u>          *Jumps off an object and lands appropriately          * Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.          *Travels with confidence around, under, over and through balancing and climbing equipment.          * Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.          * understanding of how to transport and</p>	<p>*Importance of a healthy diet and exercise  <u>Links to curriculum:</u>          *Eats a healthy range of foodstuffs and understands need for variety in food          * Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.          *Shows increasing control over an object in pushing, patting, throwing, catching or kicking it          *Begins to use anticlockwise movement and retrace vertical lines.          *Begins to form recognisable letters          *Handles tools, objects, construction and malleable materials safely</p>	<p>*Taking care of the classroom          *Safety in the classroom – equipment  <u>Links to curriculum:</u>  <b>* Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</b>  <b>* Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space</b></p>	<p>*How to stay safe  <u>Links to curriculum:</u>  <b>* They handle equipment and tools effectively, including pencils for writing.</b>  <b>* They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</b></p>	<p>PE: dressing and undressing</p>
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		store equipment safely.				
Literacy Reading - Nursery	<ul style="list-style-type: none"> <li>*RWI</li> <li>*Rhymes and songs</li> <li><u>Links to curriculum:</u></li> <li>* Has some favourite stories, rhymes, songs, poems or jingles.</li> <li>* Repeats words or phrases from familiar stories.</li> <li>* Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</li> <li>* Enjoys rhyming and rhythmic activities.</li> <li>* Shows awareness of rhyme and alliteration.</li> <li>* Recognises rhythm in spoken words.</li> </ul>	<ul style="list-style-type: none"> <li>*RWI</li> <li>* Familiar stories</li> <li>* Books</li> <li><u>Links to curriculum:</u></li> <li>* Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>* Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>* Beginning to be aware of the way stories are structured.</li> <li>* Listens to stories with increasing attention and recall.</li> </ul>	<ul style="list-style-type: none"> <li>*RWI</li> <li>*Books and stories</li> <li>*Predicting</li> <li>* Responding to questions</li> <li><u>Links to curriculum:</u></li> <li>* Suggests how the story might end.</li> <li>* Describes main story settings, events and principal characters.</li> </ul>	<ul style="list-style-type: none"> <li>*RWI</li> <li>*Books and stories</li> <li>*Understanding how books are read</li> <li>Links to <u>curriculum:</u></li> <li>* Looks at books independently.</li> <li>* Handles books carefully.</li> <li>* Knows information can be relayed in the form of print.</li> <li>* Holds books the correct way up and turns pages.</li> <li>* Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul>		
Literacy Reading – Reception	<ul style="list-style-type: none"> <li>RWI (Phase 2)</li> <li>*Rhymes</li> <li>*Recognises own name</li> <li><u>Links to curriculum:</u></li> <li>* Continues a rhyming string</li> <li>*Hears and says the initial sound in words.</li> </ul>	<ul style="list-style-type: none"> <li>RWI (Phase 3)</li> <li>*Left to right in English</li> <li>*retrieving information from books and computers</li> <li><u>Links to curriculum:</u></li> <li>*Begins to read words and simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>RWI (Fluent Phase 3)</li> <li>*Cont. rhyming string</li> <li><u>Links to curriculum:</u></li> </ul>	<ul style="list-style-type: none"> <li>RWI (Consolidate and tricky words)</li> <li>*Sentences</li> <li><u>Links to curriculum:</u></li> </ul>	<ul style="list-style-type: none"> <li>Favourite books</li> <li>*The alphabet</li> <li>*Looking after books</li> <li>*Own name</li> <li>*Blending</li> <li>*Comprehension</li> </ul>	

	<ul style="list-style-type: none"> <li>* segment sounds in simple words and blend them together</li> <li>* Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> </ul>		<ul style="list-style-type: none"> <li>* Enjoys an increasing range of books.</li> <li>* Knows that information can be retrieved from books and computers</li> </ul>		<ul style="list-style-type: none"> <li>* <b>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.</b></li> </ul>		<ul style="list-style-type: none"> <li>* <b>Can read some common irregular words.</b></li> <li>* <b>Demonstrate understanding when talking with others about what they have read.</b></li> </ul>		
Literacy Writing – Nursery	<ul style="list-style-type: none"> <li>*Recognise writing for a purpose</li> <li>* Begin to develop pencil control</li> </ul> <u>Links to curriculum:</u> <ul style="list-style-type: none"> <li>* Distinguishes between the different marks they make.</li> </ul>		<ul style="list-style-type: none"> <li>*Recognise writing for a purpose</li> <li>* Begin to develop pencil control</li> <li>*Attempt to mark make for a purpose</li> </ul> <u>Links to curriculum:</u> <ul style="list-style-type: none"> <li>* Sometimes gives meaning to marks as they draw and paint.</li> </ul>		<ul style="list-style-type: none"> <li>* Begin to develop pencil control</li> <li>*Attempt to mark make for a purpose</li> <li>*Attempt to write letters in own name</li> </ul> <u>Links to curriculum:</u> <ul style="list-style-type: none"> <li>* Ascribes meanings to marks that they see in different places.</li> </ul>				
Literacy Writing - Reception	<ul style="list-style-type: none"> <li>*Recognises letters from own name in other print</li> </ul> <u>Links to curriculum:</u> <ul style="list-style-type: none"> <li>*Gives meaning to marks they make as they draw, write and paint.</li> <li>*Begins to break the flow of speech into words.</li> <li>*Continues a rhyming string</li> <li>*Can segment the sounds in simple words and blend them together.</li> <li>*Links sounds to letters, naming and sounding the letters of the alphabet</li> </ul>		<ul style="list-style-type: none"> <li>*Uses recognisable letters and uses in sequence</li> </ul> <u>Links to curriculum:</u> <ul style="list-style-type: none"> <li>*Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>*Writes own name and other things such as labels,captions.</li> <li>*Attempts to write short sentences in meaningful contexts.</li> </ul>		<ul style="list-style-type: none"> <li>*Writes labels and captions</li> <li>*Attempts to write meaningful sentences which are spelt correctly or phonetically plausible</li> </ul> <u>Links to curriculum:</u> <ul style="list-style-type: none"> <li>* <b>use their phonic knowledge to write words in ways which match their spoken sounds</b></li> <li>* <b>write some irregular common words</b></li> <li>* <b>write simple sentences which can be read by themselves and others</b></li> <li>* <b>words are spelt correctly and others are phonetically plausible</b></li> </ul>		<ul style="list-style-type: none"> <li>*Segmenting</li> <li>*Initial sounds</li> </ul>		
Maths- Nursery	<ul style="list-style-type: none"> <li>*Reciting number names in order to 10</li> <li>* Recognising more and less</li> </ul>	<ul style="list-style-type: none"> <li>*Reciting number names in order to 10</li> <li>* Use numbers independently during play</li> </ul>	<ul style="list-style-type: none"> <li>*Beginning to form numbers or attempt to Questioning and solving</li> </ul>	<ul style="list-style-type: none"> <li>*Beginning to form numbers or attempt to Questioning and solving number problems</li> </ul>	<ul style="list-style-type: none"> <li>*Shapes</li> <li>*Size</li> <li>*Similarities and differences</li> </ul> <u>Links to curriculum:</u>	<ul style="list-style-type: none"> <li>*Time</li> </ul> <u>Links to curriculum:</u> <ul style="list-style-type: none"> <li>* Understands some talk about immediate past</li> </ul>			

	<p>Understanding numbers in comparison to objects</p> <p><u>Links to curriculum:</u></p> <ul style="list-style-type: none"> <li>* Selects a small number of objects from a group when asked, for example, <i>'please give me one'</i>, <i>'please give me two'</i>.</li> <li>* Recites some number names in sequence.</li> <li>* Begins to make comparisons between quantities.</li> <li>* Uses some language of quantities, such as <i>'more'</i> and <i>'a lot'</i>.</li> <li>* Knows that a group of things changes in quantity when something is added or taken away.</li> </ul>	<p>*Comparing quantities</p> <p><u>Links to curriculum:</u></p> <ul style="list-style-type: none"> <li>* Uses some number names and number language spontaneously.</li> <li>* Uses some number names accurately in play.</li> <li>* Recites numbers in order to 10.</li> <li>* Knows that numbers identify how many objects are in a set.</li> <li>* Compares two groups of objects, saying when they have the same number.</li> <li>* Shows an interest in number problems.</li> </ul>	<p>number problems</p> <p><u>Links to curriculum:</u></p> <ul style="list-style-type: none"> <li>* Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>* Sometimes matches numeral and quantity correctly.</li> <li>* Shows curiosity about numbers by offering comments or asking questions.</li> </ul>	<p><u>Links to curriculum:</u></p> <ul style="list-style-type: none"> <li>* Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>* Shows an interest in numerals in the environment.</li> <li>* Shows an interest in representing numbers.</li> <li>* Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul>	<ul style="list-style-type: none"> <li>* Notices simple shapes and patterns in pictures.</li> <li>* Beginning to categorise objects according to properties such as shape or size.</li> <li>* Begins to use the language of size.</li> <li>* Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>* Shows awareness of similarities of shapes in the environment.</li> <li>* Uses positional language.</li> <li>* Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>* Shows interest in shapes in the environment.</li> </ul>	<p>and future, e.g. <i>'before'</i>, <i>'later'</i> or <i>'soon'</i>.</p> <ul style="list-style-type: none"> <li>* Anticipates specific time-based events such as mealtimes or home time.</li> </ul>	
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Maths-Reception	Counting skills Read, Write and Order 0-10 Shapes (2D)		One less / One more Adding and subtracting single digit numbers. Problem Solving. Doubling, halving and sharing. Shape (2D properties and 3D), space and Measure. Read, Write and Order 0-20					
	<u>Links to curriculum:</u> <ul style="list-style-type: none"> <li>*Recognise some numerals of personal significance.</li> <li>*Recognises numerals 1 to 5.</li> <li>*Counts up to three or four objects by saying one number name for each item</li> <li>*Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes</li> </ul>	<u>Links to curriculum:</u> <ul style="list-style-type: none"> <li>*Counts actions or objects which cannot be moved.</li> <li>*Counts objects to 10, and beginning to count beyond 10.</li> <li>*Counts out up to six objects from a larger group.</li> <li>* Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>*Selects a particular named shape.</li> </ul>	<u>Links to curriculum:</u> <ul style="list-style-type: none"> <li>*Orders two or three items by length, height, weight or capacity.</li> <li>*Uses familiar objects and common shapes to create and recreate patterns and build models</li> <li>* Uses everyday language related to time</li> </ul>	<u>Links to curriculum:</u> <ul style="list-style-type: none"> <li>*Can describe their relative position</li> <li>* Beginning to use everyday language related to money.</li> <li>*Orders and sequences familiar events.</li> <li>*Measures short periods of time in simple ways.</li> </ul>	<u>Links to curriculum:</u> <ul style="list-style-type: none"> <li><b>*count reliably with numbers from one to 20, place them in order</b></li> <li><b>* Can say one more or one less than a number up to 20.</b></li> <li><b>* use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</b></li> </ul>	<u>Links to curriculum:</u> <ul style="list-style-type: none"> <li><b>*Using quantities and objects, add and subtract two single-digit numbers</b></li> <li><b>*solve problems, including doubling, halving and sharing.</b></li> <li><b>*explore characteristics of everyday objects and shapes and use mathematical language to describe them.</b></li> </ul>		

					<b>*recognise, create and describe patterns</b>	
UW- Nursery	<ul style="list-style-type: none"> <li>*Home life</li> <li>*Family</li> <li>*Similarities and differences</li> <li>*Own interests</li> <li><u>Links to curriculum:</u></li> <li>* Has a sense of own immediate family and relations.</li> <li>* In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>* Beginning to have their own friends.</li> <li>* Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> </ul>	<ul style="list-style-type: none"> <li>*Home life/ Family</li> <li>*Similarities and differences</li> <li><u>Links to curriculum:</u></li> <li>* Shows interest in the lives of people who are familiar to them.</li> <li>* Remembers and talks about significant events in their own experience.</li> <li>* Recognises and describes special times or events for family or friends.</li> <li>* Shows interest in different occupations and ways of life.</li> <li>* Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul>	<ul style="list-style-type: none"> <li>*Role play</li> <li>*Real life experiences</li> <li><u>Links to curriculum:</u></li> <li>* Enjoys playing with small-world models such as a farm, a garage, or a train track.</li> <li>* Notices detailed features of objects in their environment.</li> <li>* Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>* Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> </ul>	<ul style="list-style-type: none"> <li>*Observing their natural environment</li> <li>*Growing</li> <li><u>Links to curriculum:</u></li> <li>* Talks about why things happen and how things work.</li> <li>* Developing an understanding of growth, decay and changes over time.</li> <li>* Shows care and concern for living things and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>*Remote controls</li> <li>* Beebots</li> <li>* Computers</li> <li>* CD/Music</li> <li><u>Links to curriculum:</u></li> <li>* Seeks to acquire basic skills in turning on and operating some ICT equipment.</li> <li>* Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</li> <li>* Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> <li>* Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>* Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>* Knows that information can be retrieved from computers</li> </ul>	

UW- Reception	IT: Using school's IT packages						<ul style="list-style-type: none"> <li>*Mouse control</li> <li>*Logging in</li> <li>*Using I pads</li> <li>*Cameras for a fun and for a purpose</li> </ul>
	Technology in everyday life: barcodes in a shop; remote controls; CD player; BeeBots						
	<ul style="list-style-type: none"> <li>*Talks about what makes them unique</li> <li>*Talks about where they live and how it might be different to others'</li> <li><u>Links to curriculum:</u></li> <li>* Looks closely at similarities, differences, patterns and change.</li> </ul>	<ul style="list-style-type: none"> <li>*Celebrations of the world</li> <li>*Different birthdays</li> <li>*Enjoys family customs and routines</li> <li><u>Links to curriculum</u></li> <li>*Enjoys joining in with family customs and routines.</li> </ul>	<ul style="list-style-type: none"> <li>*Healthy Eating</li> <li>*understanding others have different interests</li> <li><u>Link to curriculum</u></li> <li>*Completes a simple program on a computer.</li> </ul>	<ul style="list-style-type: none"> <li>*Features of animals</li> <li>*Understands growth and decay (Beanstalk)</li> <li>*Takes care of living things (Tadpoles)</li> <li><u>Link to curriculum</u></li> <li>*Uses ICT hardware to interact with age-appropriate computer software.</li> </ul>	<ul style="list-style-type: none"> <li>*Lifecycles (Butterflies / Chickens)</li> <li>*Interest in occupations</li> <li>*Knowing where things are: school hall etc</li> <li><u>Link to curriculum</u></li> <li>*<b>recognise that a range of technology is used in places</b></li> <li>* <b>know about similarities and differences in relation to places, objects, materials and living things.</b></li> <li>* talk about the features of their own immediate environment</li> <li>* talk about past and present events in their own lives and in the lives of family members.</li> </ul>	<ul style="list-style-type: none"> <li>*Past and present</li> <li><u>Link to curriculum</u></li> <li>* <b>know that other children don't always enjoy the same things</b></li> <li>* <b>know about similarities and differences between themselves and others</b></li> <li>* <b>select and use technology for particular purposes</b></li> </ul>	

EAD - Nursery	<ul style="list-style-type: none"> <li>*Singing songs and rhymes</li> <li>* experimenting with instruments</li> <li><u>Links to curriculum</u></li> <li>* Joins in singing favourite songs.</li> <li>* Creates sounds by banging, shaking, tapping or blowing.</li> <li>* Shows an interest in the way musical instruments sound.</li> </ul>	<ul style="list-style-type: none"> <li>*Christmas songs/ Nativity</li> <li>*Moves in time to music</li> <li><u>Links to curriculum</u></li> <li>* Enjoys joining in with dancing and ring games.</li> <li>* Sing a few familiar songs.</li> <li>* Beginning to move rhythmically.</li> <li>* Imitates movement in response to music.</li> </ul>	<ul style="list-style-type: none"> <li>*Explores how sound can be changed</li> <li>*Experimenting with paint and colours</li> <li>* Recognising different materials</li> <li><u>Links to curriculum</u></li> <li>* Taps out simple repeated rhythms.</li> <li>* Explores and learns how sounds can be changed.</li> <li>* Explores colour and how colours can be changed.</li> <li>* Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>* Beginning to be interested in and describe the texture of things.</li> </ul>	<ul style="list-style-type: none"> <li>*Performing</li> <li>*Developing confidence</li> <li>*Own preferences</li> <li><u>Links to curriculum</u></li> <li>* Developing preferences for forms of expression.</li> <li>* Uses movement to express feelings.</li> <li>* Creates movement in response to music.</li> <li>* Sings to self and makes up simple songs.</li> <li>* Makes up rhythms.</li> <li>* Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> </ul>	<ul style="list-style-type: none"> <li>*Building construction</li> <li><u>Links to curriculum</u></li> <li>* Uses various construction materials.</li> <li>* Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>* Joins construction pieces together to build and balance.</li> <li>* Realises tools can be used for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>*Role play</li> <li>*Imagination</li> <li><u>Links to curriculum</u></li> <li>* Beginning to make-believe by pretending.</li> <li>• Engages in imaginative role-play based on own first-hand experiences.</li> <li>* Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>* Uses available resources to create props to support role-play.</li> <li>* Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>	
EAD- Reception	* Begins to build a repertoire of	Christmas songs					Singing assembly Colour mixing

	songs and dances. *Construction						
	Links to curriculum * Explores the different sounds of instruments * What happens when mixing colours. *Creates different textures.	Links to curriculum *Uses different media to create different effects. *Uses materials to make a plan effect. *Constructs with purpose.	Links to curriculum *Uses simple tools and techniques competently and appropriately. *Selects appropriate resources and adapts work where necessary.	Links to curriculum * Selects tools and techniques needed to shape, assemble and join materials they are using	Links to curriculum * <b>Children sing songs, make music and dance, and experiment with ways of changing them</b>	Links to curriculum * <b>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</b>	
Celebration Book: Non-Fiction - Nursery	Autumn/ Halloween	Christmas	Chinese New Year	Mother's Day Easter	Father's Day		
Celebration Book: Non – Fiction – Reception		Christmas	Chinese New Year HW Ch NY	Mother's Day Easter	Father's Day		Birthdays
Special Day(Dress up / for charity)	Favourite Nursery Rhyme Character Jeans for Jeans Wear it pink	Disability Support day – spotty socks	Sports Person	Dress up day Day	Hero Day	Sea Creature	
Visitors	Mum and baby	Santa Claus	Rugby Coach	Goldilocks	Police / Nurse	Bus Driver	
Visits	End - Dewali	Bonfire night (Jewish – Hanukah Synagogue)	Mini First Aid course with John	Farm in school	Nell Bank	Rainbow Factory	