

# Nursery Yearly Curriculum Overview

SUBJECT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me & Harvest	Animals & Celebrations	Journeys	Growing & Easter	Minibeasts	Changes
Cultural Events	Harvest Diwali Diwali day Halloween	Bonfire Night - 5 <sup>th</sup> Nov Remembrance Day Elmsleigh goes around the world day Hanukah Christmas	New Year Chinese New Year Burns Night Whole school China day Valentine's day - 14 <sup>th</sup> Feb	Pancake day Holi Mother's Day Whole school Poland day Easter	St Georges Day Ramadan Whole school Eid day Eid 24 <sup>th</sup> May	Queen's Birthday - Father's Day
TRIP/special event	NA - Settling into routines	Trip to conkers/adventure farm Christmas	Teddy bears picnic	Easter Activity day	Dress up day - Ugly Bug Ball	Fun day celebration
Fiction texts and Hook	1. Spot Starts school Teddies starting school. Find a letter asking for help to play.	3. Little Red Hen Bake bread	5. Going on a bear hunt Curiosity box - footprint  6. Goldilocks Missing porridge.	7. The Enormous Turnip Vegetables in a tuff spot with compost and gardening tools. Paper Mache enormous turnip	9. Hungry Caterpillar Real caterpillars	12. My many coloured days Discover a very happy busy bee! And a very sad brown bear.  Feelings linked to colour.
Non-Fiction texts and Hook	2. Dingle Dangle Scarecrow Song Make a scarecrow/find a scarecrow. Discover vegetables  Focus: Investigate and describe textures	4. Christmas (Non Fiction) Elf door to the north pole and Elf on the shelf.  Focus: Lists Letters to Santa (cut and stick pictures. Mark make.	(Stand alone topic) Chinese New Year Themed day/week  Focus: Investigate props and talk about what you see.	8. Easter Visit from the Easter bunny.  Focus: Stories about Easter.	10. The greedy bee. Visit from a bee Keeper  Focus: Habitats	11. Lucy Ladybird Changes - Transition activities - visit my new teacher - Paint a picture for my new teacher.  Focus: Message Scribe a message to new teacher about me

<b>Reading Spine Books</b>	Where's spot? Dear zoo	You Choose? Brown Bear Brown Bear	Jaspers Beanstalk Hungry Caterpillar	Hairy Maclary Each Peach Pear Plum	Hug The Train Ride	Come On Daisy
<b>Literacy (Poetry) Rhymes and songs</b>	Body parts songs Head shoulders knees and toes Happy and you know it	1,2,3,4,5 once I caught a fish alive Twinkle Twinkle Christmas songs	When Goldilocks went to the house of the bears Teddy bears picnic Jack and Jill 5 Little ducks	5 currant buns in a baker's shop Humpty Dumpty Sleeping Bunnies	Wiggly woo Caterpillar walking Incy Wincy Spider	I can sing a rainbow Row your boat
<b>Sounds Write Progression</b>						
<b>PE Mapped Lessons</b>	LCP Sense of space nursery Parachute Finding space	REAL Foundations PE	REAL Foundations PE	REAL Foundations PE	REAL Foundations PE	REAL Foundations PE
<b>British Values *Democracy* Law *Liberty *Mutual Respect *Tolerance</b>	Democracy Mutual Respect	Law	Mutual Respect Tolerance Liberty	Democracy Mutual Respect Tolerance	Democracy Liberty Mutual Respect	Democracy Mutual Respect Tolerance Law Liberty

<p><b>COEL</b></p>	<p style="text-align: center;"><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>
<p><b>Over Arching Principles</b></p>	<p style="text-align: center;"><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i><b>PLAY:</b> We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our nursery setting has an underlying ethos of ‘Learning through play’. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults. Our adult directed play allows our highly skilled nursery team to focus on high quality interactions in order to develop early language skills. Through play and shared experiences with adults we ensure our children are have the experiences and skills they need in order to access their next stage of learning.</i></p>

# Communication and Language

<b>Curriculum Objectives based on development matters but not limited to...</b>	<p>*Understand and act on longer sentences like make teddy jump or find your coat.</p> <p>*Understands and uses simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>* Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>*Identify familiar objects and properties for practitioners when they are described. For example: 'Hassan's coat', 'blue car', 'shiny apple'.</p>	<p>*Enjoy listening to longer stories and can remember much of what happens.</p> <p>*Can find it difficult to pay attention to more than one thing at a time.</p> <p>*Use a wider range of vocabulary.</p>	<p>*Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>*Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>*Sing a large repertoire of songs.</p>	<p>*Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>*Learns lots of new words and use them in play</p>	<p>*Starts a conversation with adults and friends</p> <p>*Enjoys listening to longer stories and can remember what happens in them.</p> <p>*Understand a question with two parts like "Can you get your coat and wait by the door please?"</p> <p>*Uses talk to organise play e.g. "Let's go on a bus...you sit there... I'll be the driver"</p> <p>*Focuses on a chosen activity for at least ten minutes</p>	<p>*Join in at group time by putting up hand and waiting their turn to talk</p> <p>*Be able to talk about thoughts even when they disagree and can discuss this using words and actions</p> <p>*Uses longer sentences of four to six words when talking</p> <p>*Understands when asked questions like "Why do you want to wear your boots today?" and "How can we mop up the juice?"</p> <p>*Sits quietly and listen for fifteen minutes</p> <p>*Able to move away from distractions when concentrating</p>
	Learn new vocabulary. Use new vocabulary throughout the day	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.				
<b>ELG's our children are working towards End of Reception</b>	<p style="text-align: center;"><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>			<p style="text-align: center;"><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>		

# PSED

<b>Curriculum Objectives based on development matters but not limited to...</b>	<p>*Play with increasing confidence on their own and with other children- because they know their key person is nearby and available.</p> <p>*Feels strong enough to express a range of emotions.</p> <p>*Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</p> <p>*Is able to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front (starting to show effortful control – and be aware of rules/boundaries)</p>	<p>*Be increasingly able to talk about and manage their emotions</p> <p>*Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>*Develop friendships with other children</p> <p>*Safely explore emotions beyond their normal range through play and stories.</p>	<p>*Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>*Develop their sense of responsibility and membership of a community.</p> <p>*Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>*Show more confidence in new social situations.</p> <p>*Play with one or more other children, extending and elaborating play ideas.</p>	<p>*Increasingly begin to follow rules, understanding why they are important.</p> <p>*Do not always need an adult to remind them of a rule.</p> <p>*Develop appropriate ways of being assertive.</p> <p>*Talk with others to solve conflicts.</p> <p>*Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>*Begin to understand how others might be feeling.</p>	<p>*To be able to play in a group with friends, and make up ideas of things to do and games to play</p> <p>*To begin to manage feelings and talk about emotions</p> <p>*To understand how others might be feeling</p>	<p>*To be responsible and be confident to be part of my community</p> <p>*To be ready for new experiences like starting school</p> <p>*To learn how to be assertive</p> <p>*To be able to follow rules and know why they are important</p> <p>*To begin to find solutions to quarrels and rivalries</p> <p>*To be able to follow the rules without an adult reminding me</p>
---	---	---	---	---	---	--

*NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the nursery year.*

<b>ELG's our children are working towards End of Reception</b>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>	<p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</li> </ul>
--	---	--	---

# Physical Development

<b>Curriculum Objectives based on development matters but not limited to...</b>	<p>*Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p>	<p>*Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>*With support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>*Begin to be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>*Is independent in meeting my own care needs, such as brushing my teeth, using the toilet, and wiping my bottom washing and drying my own hands</p>	<p>*Is independent and helps to get dressed and undressed</p>
	<p>*Beginning to match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>*Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>*Uses large muscle movements to wave flags and streamers, paint and make marks.</p>	<p>*Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p>	<p>*Uses one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>*Use a comfortable grip with good control when holding pens and pencils.</p> <p>*Start to eat independently and learning how to use a knife and fork.</p> <p>*Show a preference for a dominant hand</p>	<p>*Begin to be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>*Make healthy choices about food, drink, activity.</p> <p>*Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>*Continue to develop movement, balancing, riding (scooters, trikes and bikes) and ball skills</p>	<p>*Begin to be increasingly independent in meeting their own care needs, such as brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>*Make healthy choices about food, drink, activity.</p> <p>*Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>*Continue to develop movement, balancing, riding (scooters, trikes and bikes) and ball skills</p>	<p>*Goes up steps and stairs, or climb up apparatus, using alternate feet</p> <p>*Uses large-muscle movements to wave flags and streamers, paint and make marks</p> <p>*Able to eat independently and use a knife and fork</p> <p>*Uses a comfortable grip with good control when holding pens and pencils</p> <p>*Beginning to write letters or marks that can be recognised.</p> <p>• Effectively uses one-handed tools and equipment, for example, uses screwdrivers and scissors to cuts along a line</p>

Children will be encouraged throughout the year to talk about ways to keep healthy including healthy eating, exercise and oral health. Play activities to promote this are embedded in continuous provision opportunities throughout the year.

<b>ELG's our children are working towards End of Reception</b>	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</li> </ul>
--	--	---

# Literacy

<p><b>Curriculum Objectives based on development matters but not limited to...</b></p> <p><b>Bold statements are Development Matters</b></p>	<p><b>Reading &amp; Comprehension</b> Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me)</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p><b>Writing</b> Make marks on their picture to stand for their name (recognise important prints to me)</p> <p>Begin to take an interest in mark making for a purpose and giving print meaning. E.g. that's a dog.</p>	<p><b>Reading &amp; Comprehension</b> Engage in extended conversations about stories, learning new vocabulary</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p><b>Writing</b> Enjoy drawing freely.</p> <p>Make marks on their picture to stand for their name.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p>	<p><b>Reading &amp; Comprehension</b> * Begin to understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p><b>Writing</b> Explore mark making for different purposes. E.g. making a shopping list in the role play area.</p> <p>Begin to show awareness of similarities in sounds and alliteration.</p>	<p><b>Reading &amp; Comprehension</b> Understand the five key concepts about print: - print has meaning - Page sequencing - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Begin to recognise the sounds learnt in sounds write sessions.</p> <p><b>Writing</b> Develop their phonological awareness, so that they can: - spot and suggest rhymes</p> <p>Clap out syllables in a word</p> <p>Begin to write/mark make the sounds learnt in sounds write sessions.</p> <p>Begin to orally find objects that contain the same sound e.g Sock, bu<b>S</b>.</p> <p>Able to 'map' out a familiar story through drawing or sequencing pictures.</p>	<p><b>Reading &amp; Comprehension</b> Knows that stories have beginnings and endings and sometimes guess how the story will end</p> <p>Has conversations about stories and learn new vocabulary</p> <p>Able to make up own stories, with characters, a beginning, middle and an end</p> <p><b>Writing</b> Uses some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy</p> <p>Says what the marks, shapes, letters and pictures that they make mean</p> <p>Hear and says the first sound in a word when you say the word</p> <p>Writes some letter sounds accurately</p> <p>To have an understanding of a word, to know that when writing and reading it is different letters all placed together that make up a word</p>	<p><b>Reading &amp; Comprehension</b> To be able to Orally Blend CVC words</p> <p>To write some letters accurately</p> <p>To talk about the places and people in stories and the important things that are happening</p> <p>To understand that different words and print have different purposes</p> <p><b>Writing</b> To write some or all of my name</p> <p>To be able to Orally segment CVC words</p> <p>Able to say lots of words that rhyme with a word like 'cat'</p> <p>To use some of their letter sound knowledge in their early writing.</p> <p>MA: Begin to attempt CVC words in sounds write sessions</p>
<p><b>ELG's our children are working towards End of Reception</b></p>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>		<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>		<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>	

# Mathematics

<b>Maths Focus</b>	Sorting, matching, different (WK 4 & 5) Number 1 (WK6)	Number 2 (Wk7) Pattern (WK8) Comparing object (WK9) Number 3 (WK 10 & 11) Positional language (WK12) Shape (WK 13 &14)	Numbers 1, 2 & 3 (WK 1) Number 4 (WK 2 & 3) Sorting and Matching (WK4) Number 5 (WK 5 & 6) Pattern (WK 7)	Number patterns (WK 8 & 9) Shape (WK 10) Comparing numbers (WK 11 & 12) Capacity (WK 13)	Shape (WK1) Numbers 1-5 (WK 2-3) Size (Wk4)	Numbers 1-5 (WK 5 &6) Weight (Week 7) Addition Week 8 and 9)
<b>Curriculum Objectives based on development matters but not limited to...</b>	<ul style="list-style-type: none"> <li>Compare quantities using language: ‘more than’, ‘fewer than’</li> <li>Counts up to three or four objects by saying one number name for each item.</li> <li>Recognise some numerals of personal significance.</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</li> </ul>	<ul style="list-style-type: none"> <li>Recites numbers in order to 10</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</li> <li>Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</li> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.</li> <li>Begin to use words like “round” and “straight” when talking about the shapes.</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>Able to tell you a familiar route I know.</li> <li>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</li> <li>Uses positional language.</li> <li>Understand and use words/signs such as, in, under, behind, in front,</li> </ul>	<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>Recognises numerals 1 to 5.</li> <li>Counts out up to six objects from a larger group.</li> <li>Compares two groups of objects, saying when they have the same number.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Recite numbers beyond 10</li> <li>Show ‘finger numbers’ up to 5.</li> <li>Able to subitise up to 3, look at a group of objects and know how many there are.</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> </ul>	<ul style="list-style-type: none"> <li>Notice and correct an error in a repeating pattern.</li> <li>Selects a particular named 2D shape.</li> <li>Recognises and names all common 2d and 3d shapes (sphere, cube, cone, cylinder, pyramid)</li> <li>Combine shapes to make new ones – an arch, a bigger triangle etc.</li> <li>Able to tell you which thing is “heavy” and which thing is “light” when given two things and say what is ‘full’ and ‘empty’ when filling containers</li> <li>Make comparisons between objects relating to size, length, weight and capacity</li> </ul>	<ul style="list-style-type: none"> <li>Able to say numbers in order from 1 to 10 or higher.</li> <li>Matches the right number to a group of things from 1 to 5 to begin with, and then from 1 to 10</li> <li>Touches one thing and say the number name at the same time and in order to help me count how many things there are</li> <li>Uses counting to help solve problems that are important to them, like splitting a sandwich in half to share with my friend</li> <li>Fast recognition of up to 5 objects, without having to count them individually (‘subitising’).</li> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.</li> </ul>	<ul style="list-style-type: none"> <li>Number bonds to 3</li> <li>Knows that the last number counted tells me how many there are in total</li> <li>Able to tell you which thing is “heavy” and which thing is “light” when given two things and say what is ‘full’ and ‘empty’ when filling containers</li> <li>Shows understanding of addition by combining 2 groups practically and counting the total.</li> </ul>
<b>Development matters in Bold</b>						



		beside, next to and use them in my play  *Understand position through words alone – for example, “The bag is under the table,” – with no pointing.					
<b>ELG’s our children are working towards End of Reception</b>	<p style="text-align: center;"><b>Number</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>			<p style="text-align: center;"><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>			

# Understanding the World

<p><b>Curriculum Objectives based on development matters but not limited to...</b></p>	<p>*Make connections between the features of their family and other families.</p> <p>*Notice differences between people.</p> <p>*Explore and respond to different natural phenomena in their setting and on trips.</p>	<p>*Begin to make sense of their own life-story and family's history</p> <p>*Explore how things work.</p> <p>*Plant seeds and care for growing plants.</p>	<p>*Begin to understand the key features of the life cycle of a plant and an animal.</p> <p>*Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>*Begin to talk about the differences between materials and changes they notice.</p> <p>*Continue to develop positive attitudes about the differences between people.</p> <p>*Shows an interest in different occupations</p>	<p>*Uses all of their senses to explore natural materials.</p> <p>*Knows that we have to be careful with animals and remember not to pick the flowers or to stroke animals gently</p> <p>*Talks about plants and animals that interest them, like next door's dog that barks and the really tall tree in the park</p> <p>*Talks about people and times that are special to them and their family and friends, like "remember the party when we had fireworks and big bangs</p> <p>*Joins in with routines, like going shopping, and times that are special to them and their family like birthdays</p>	<p>*Understands the key features of the life cycle of a plant and an animal.</p> <p>*Begins to notice changes in things, when bananas turn black when they stay in the bowl for too long or the shoots growing from a seed</p> <p>*Begin to make sense of their own life-story and my family's history</p> <p>*Knows that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>*Knows that their friends might do things differently to them, like eating different foods at home, or we might have different times that are special with our families such as Eid, Diwali, Easter, Passover, or Chinese New Year</p>
<p><b>ELG's our children are working towards End of Reception</b></p>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>		<p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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, non-fiction texts and (when appropriate) maps.</li> </ul>		<p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	

# Expressive Arts and Design

<b>Development Matters</b>	<p>*Use their imagination as they consider what they can do with different materials.</p> <p>*Make simple models which express their ideas</p> <p>*Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p>*Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p>	<p>*Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>*Listen with increased attention to sounds.</p>	<p>*Join different materials and explore different textures.</p> <p>*Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>*Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>*Begin to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>*Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>*Plays instruments with increasing control to express feelings and ideas.</p> <p>*Remember and sing whole songs.</p> <p>*Mix paints together to make new colours, name the colours and begin to talk about the different shades such as light and dark</p>	<p>*Safely uses and explores lots of different tools such as hammers, scissors and saws</p> <p>*Makes up stories when playing, like superheroes rescuing people from a building</p> <p>*Chooses the things they want to use to make something. If their ideas don't work, they can choose something else or change the way they do something.</p> <p>*Can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together.</p> <p>*Draws for a purpose using detail such as a drawing a circle for a face and making marks for facial features</p> <p>*Beginning to show different emotions in their drawings and paintings, like happiness, sadness, fear etc</p>
	<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings. (In continuous provision and focus tasks)</p> <p>Explore and engage in music making and dance.</p>					
<b>ELG's our children are working towards End of Reception</b>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</li> </ul>			<p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> </ul> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>		