

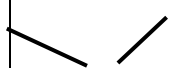


<p>3-4 yrs cohort Themes Cornerstones Book Focus 2024-2025</p>	<p>Autumn 1 Let's Build Let's Explore Where the wild things are. Bear Hunt Goldilocks and the 3 Bears In every house in every street Mr Grumpy's Outing 3 Little Pigs Theo the Bear-new</p>	<p>Autumn 2 Marvellous Machines Puppets and Pop ups Mrs Armitage on Wheels The most magnificent thing Car Car Truck Jeep No-bot! The robot with no bottom Stick Man The Gruffalo</p>	<p>Spring 1 Long Ago Stories and Rhymes The Growing Story Rosie's Hat Coming to England. Major glad, Major Dizzy Sleeping Beauty There's no big bad wolf in this story</p>	<p>Spring 2 Ready Steady Grow Signs of Spring The extraordinary Gardener Jack and the beanstalk Handas Surprise Rosie's Walk Tad The Bog Baby</p>	<p>Summer 1 Animal Safari Creep Crawl Wriggle The Lion Inside A first book of animals Little Red and the very hungry lion Omar, the bees and me. The Very Hungry Caterpillar</p>	<p>Summer 2 On the beach! Moving on . The sea saw Who's hiding at the seaside? Somebody swallowed Stanley. Come away from the water, Shirley. What makes me a me?</p>	<p>End of Year Target 4 years</p>
<p>Physical Development Gross Motor</p>							
<p>Throwing</p>	<p>Throw large balls and beanbags overarm.</p>	<p>Throw large balls to a partner with a short distance and to large targets.</p>	<p>Throw large balls to a partner with a short distance and to large targets.</p>	<p>Throw smaller balls and bean bags overarm</p>	<p>Throw small balls to a partner with a short distance and to smaller targets e.g. a bucket or net.</p>		<p>Three- Four Years . Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. PD.3-4 • Go up steps and stairs, or climb up apparatus, using alternate feet. PD.3-4 • Skip, hop, stand on one leg and hold a pose for a game like musical statues. PD.3-4 • Use large-muscle movements to wave flags and streamers, paint and make marks. . Start taking part in some group activities which they make up for themselves, or in teams. PD.3-4 DANCE-. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. PD.3-4 . 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. PD.3-4 . 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. PD.3-4 • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. PD.3-4</p>
<p>Catching</p>	<p>Catch a large soft ball in two hands. Cradle ball into chest. Individual</p>	<p>Catch a large soft ball in the palms of hands and fingers Cradle into chest. Individual.</p>	<p>Catch larger balls when throwing and catching with a partner from short distances. Pair/ Group work</p>	<p>Catch smaller balls, beanbags and equipment in two hands. Cradle to the chest.</p>			
<p>Rolling</p>	<p>Roll <u>large</u> balls to a friend / cones/ skittles along the floor - short distance.</p>	<p>Increase the rolling distance to the target.</p>	<p>Roll <u>small</u> balls to a friend / cones/ skittles along the floor - short distance.</p>	<p>Explore kicking a static ball with both feet.</p>	<p>Roll large balls and equipment e.g. tyres to large targets..</p>		
<p>Kicking</p>	<p>Kick a ball to a large target/space goal.</p>		<p>Ball between two feet and squeeze ball. Knees together. Move with one foot forward and then the other.</p>		<p>Determine which foot I will use for kicking,.</p>		
<p>Running, Jogging and skip</p>	<p>Jog in a straight line and change direction. Hold good posture and balance.</p>	<p>Run/sprint in a given direction for different purposes E.g., chasing or retrieval. (Not straight line)</p>	<p>Run in a straight line.</p>	<p>Skip with alternate feet</p>	<p>Run/Sprint in a straight line and change direction.</p>	<p>. Shuttle Run</p>	
<p>Gymnastics – Travelling at different levels – Balancing</p>	<p>Bounce a large ball off the floor and catch with two hands. Balance an egg on a spoon - Static-2 hands.</p>	<p>Bounce a small ball off the floor and catch with two hands. Balance an egg on a spoon - Two hands.</p>	<p>Bounce a large ball off the floor and catch with one hand. Egg on a spoon - one handed. Short distance. Bounce a small ball off the floor and catch with one hand.</p>	<p>Safely walk, crawl, slide climb up and jump over gymnastic equipment such as horses and benches Explore travelling at different levels by moving in high and low shapes across a range of basic gymnastic equipment</p>	<p>Balance on large patches/ body parts such as the bottom, back, side and front. Explore the 5 basic balancing shapes: straight, tucked, star, straddle and pike</p>	<p>Hold simple balances with 2 feet and one hand or two hands one foot – tripod</p>	
<p>Dancing- Movement, Interpretation</p>	<p>I can copy basic actions</p>	<p>I can learn short routines, beginning to match pace.</p>	<p>I can learn longer routines, beginning to match pace.</p>	<p>I can watch dances and performances.</p>	<p>I can say what I like and dislike about dances/ performances</p>		

Bat and striking	Swing a bat or racquet correctly and safely..	Use a bat or racquet to hit a large target on a stand	Use a bat or racquet to hit a small ball on a stand.				
Skipping with a rope.	Jump over a stationary line on the floor. Jump with one foot and then the other	Successfully jump over a stationary line with both my feet together.	Hold the skipping rope correctly	Turn the skipping rope overhead and <u>step over</u> the rope.	Turn the skipping rope overhead and jump over the rope.		
Jumping Landing	Jump on the spot with two feet together and land safely.	Jump with two feet together and jump forwards and backwards. Sack Race.	Jumping forwards on two feet, increasing control over distance and height.	Jump from two feet to one foot keeping my balance. Hopscotch	Hop one foot to the opposite foot and then to the same foot, landing safely		
How they will learn	<p>Throwing and catching Under arm throwing a large ball to a friend safely and accurately</p> <p>Healthy bodies and social and emotional well-being</p> <p>Welly walk- climbing trees, hanging from arms</p> <p>Using various apparatus and tools. Building stamina to climb apparatus on the Trim trail and run around the mile track</p> <p>Forest School</p>	<p>Growing and developing core strength, stability, balance, spatial awareness, co-ordination and agility</p> <p>Gymnastics</p> <p>Explore a range of movement skills on apparatus and floor, including travelling, jumping and landing, rolling, climbing, transferring</p> <p>Healthy bodies and social and emotional well-being</p> <p>weight, balancing; explore, practise and improve body management skills; Dancing (Continuous Provision)</p> <p>Forest School</p>	<p>Healthy bodies and social and emotional well-being</p> <p>Transporting materials around the outside space</p> <p>Forest School</p> <p>Access to bats and balls in continuous provision with adult support. Building stamina to climb apparatus on the Trim trail and run around the mile track</p> <p>Access to skipping ropes</p> <p>Encouraged to jump in songs e.g. 5 speckled frogs</p> <p>Forest School</p>				
Physical Development Fine Motor							
STAGE 1- Core strength and posture	Remember to push my chair under the table and I am beginning to sit up straight as I write.	Some prompting.					
STAGE 1- Fine motor – wrist – arm and finger strength dexterity.	Pivot my shoulder using upper body strength, e.g. swinging, pushing and lifting	Pivot my elbow for large-scale movements from side-to-side and up and down.	Elbow takes over more work from the shoulder.	Pivot my wrist for smaller scale movements to grasp and grip small-scale marks with finer tools.			
STAGE 1- Holding a pencil Hand dominance		Hold the pencil in a palmar or digital grip. Swapping and testing hands.	Develop a pincer grip. I may still be determining which hand to use.	Sometimes hold a pencil correctly with support.	Consistently use a dominant hand	Hold a pencil with a tripod pincer grip. .	
Writing symbols.8 figures of Visual Motor Integration)		I can record a circle. (3 years) 	I can record a vertical cross. (3 ½ - 4 years) +	I can record a square. (4 years) 	I can record diagonal lines to the left and right. (4 ½ ys)		
STAGE 2- 2) NAME-					form most letters of my name.	form the letters for my first name correctly.	

Three- Four Years

. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. WRITE.3-4

• Write some or all of their name.

WRITE.3-4

. Write some letters accurately. WRITE.3-4

HANDWRITING

.Use a comfortable grip with good control when holding pens and pencils. PD FMS.3-4

.Show a preference for a dominant hand. PD FMS.3-4



3) LETTER FORMATION-							Correctly forming most letters from the 26 in the alphabet.		
4) SIZING-							Begin to reduce the size of my letters.		
5) ORIENTATION-							Begin to sit some letters on the line		
How they will learn it	<p style="text-align: center;">Rhyme Sounds all Around Sound it out Make a mark</p> <p style="text-align: center;">Continuous Provision – Mark making, Exp A&D, Pencil grip</p> <p style="text-align: center;">Small world activities, puzzles, arts and crafts and the practice of using small tools, Hand-eye co-ordination</p> <p style="text-align: center;">Malleable Materials – Play Dough</p> <p style="text-align: center;">Threading, sewing and weaving: beads, buttons and strings and threading these on, why not include some maths and create repeating patterns at a table. Forest School</p>								
Communication & Language									
Listening	I enjoy listening to stories.	I can only listen to one thing at a time	I am now listening carefully	I know why listening carefully is important e.g. safety, following instructions	I listen to stories with interest.	I listen to rhymes, poems and songs carefully	I listen to non-fiction books.	I am developing new knowledge through listening to these books	<p>Three- Four Years</p> <ul style="list-style-type: none"> . Enjoy listening to longer stories and can remember much of what happens. C&L.3-4(a) • Can find it difficult to pay attention to more than one thing at a time. C&L.3-4(b) . Use a wider range of vocabulary. C&L.3-4(c) . Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.” C&L.3-4(d) . Understand ‘why’ questions, like “ Why do you think the caterpillar got so fat?” C&L.3-4(e)
Attention	I understand questions that involve two actions.			I understand ‘why’ questions and respond appropriately to them.					
Understanding	I am using a wider range of vocabulary.		I am learning new vocabulary e.g. through stories.	I can talk about a range of stories and books.	I can listen carefully during discussions		I use new vocabulary in my conversations		
How they will learn it.	<p style="text-align: center;">Rhyme Sounds all Around Sound it out Make a mark</p> <p style="text-align: center;">Show and Tell Adult directed teaching Variety of Reading texts 1:2:1 Reading Story time Assemblies Daily conversations and interactions with peers/familiar adults Growing ability to wait to speak Building listening skills – 5 minutes supported</p>		<p style="text-align: center;">Adult directed teaching Story time Circle Time Daily conversations and interactions with peers/familiar adults Show and Tell Role play Building focus and attention skills – 5 minutes supported</p>	<p style="text-align: center;">Show and Tell Word aware Adult directed teaching Story time Circle Time Daily conversations and interactions with peers/familiar adults Reading Role play Technology Instructions Focus on basic conversation skills What?</p>					
Speaking									
Holding discussions with others.	I can express my point of view using words and actions.	I can start a conversation and continue it		I can use talk to				<p>Three- Four Years</p> <ul style="list-style-type: none"> Sing a large repertoire of songs. C&L.3-4(f) • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. C&L.3-4(g) 	

			resolve my problems.					. Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' 'swimmed' for 'swam'. C&L.3-4(h)	
Vocabulary and explanations	I am learning rhymes.	I can express my point of view.	I can use talk to organise my play	I learn new vocabulary. I use this throughout the day.	I can describe some events with detail.	I can use new vocabulary in different contexts	I can use new vocabulary related to non-fiction.	. May have problems saying"- Some sounds: r, j, th, ch, and sh – multi-syllabic words such as 'pterodactyl', 'planetarium', or 'hippopotamus'. C&L.3-4(i)	
Progression of a child's speech.	I may have problems with irregular tenses such as 'runned' or 'swimmed'	I may have problems saying the sounds r,j,th.ch.sh or multisyllabic words such as hippopotamus.		I am using longer sentences of 4 – 6 words.	I can articulate my ideas and thoughts through well-articulated sentences		I use connectives in my speech.	. Use longer sentences of four to six words. C&L.3-4(j) . Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. C&L.3-4(k)	
How they will learn it	<p>Rhyme Sounds all Around Sound it out Make a mark</p> <p>Nursery RWI Phonics- phonemes, sounds, graphemes Focus on basic conversation skills Show and Tell Reading Role play</p>	<p>Nursery RWI Phonics- phonemes, sounds, graphemes Encourage Tier 1 vocabulary Develop mathematical language- numbers, shapes Stem sentence; tall, big, long, short</p>	<p>Nursery RWI Phonics- phonemes, sounds, graphemes Focus on two-way conversations -Posing questions -Using appropriate language -Extend vocabulary -Using appropriate tense -Building on from what has been discussed -Links conversations -Adapts language used to meet the needs of the listener</p>						. Can start a conversation with an adult or a friend and continue it for many turns. C&L.3-4(l) . Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the bus driver." C&L.3-4(m)
PSED Self-Regulation									
Managing own emotions and feelings.	I can confidently talk about my emotions using words such as 'happy' 'sad' 'angry' or 'worried'.		I moderate my feelings and emotions e.g. calming down after being upset.						
Understanding others emotions and feelings.	I am beginning to understand how others might be feeling through facial expressions and body language		I consider the feelings of others e.g. going to children who are upset						
Behaviour	I am following rules more without reminders.	I understand why we have rules.			I am assertive in appropriate ways and use talk to resolve conflicts.				
How we will learn it	<p>Celebrate successes and begin to share what went well/what they like Shows some independence- arriving in pre-school and supported to put belongings away Self-feeding – using cutlery correctly To verbalise emotions and problems encountered To make statements about what they can do/have done really well To be able to express what they want to do/achieve using adult structured sentences</p>	<p>1:2:1 interactions with peers and familiar adults Opportunities to practice turn taking, sharing skills Use sand timers to manage negotiations To know what they want to do and can articulate these needs Show and Tell Role play Board games Small world games P.E Forest School</p>	<p>Knows things they can do well 1:2:1 interactions with peers and familiar adults Celebrate successes and begin to share what went well/what they like Opportunities to practice turn taking, sharing skills Use sand timers to manage negotiations To know what they want to do and can articulate these needs Improve independence- self registration and putting belongings away Show and Tell Role play Board games Small world games P.E Forest School</p>						<p>Three- Four Years . Increasingly follow rules, understanding why they are important. . Do not always need an adult to remind them of a rule. . Develop appropriate ways of being assertive. . Talk with others to solve conflicts. . Talk about their feelings using words like, 'happy' 'sad,' 'angry' or 'worried'. . Begin to understand how others might be feeling.</p>

PSED Managing Self			
Understanding myself, my preferences and emotions	I have a preference when playing e.g. small world or outdoors.	I am showing resilience in the face of challenges e.g. opening my drink.	
Following rules	I am becoming more responsible.	I am following the rules of my setting with reminders.	I follow rules without reminders
Managing my needs and feelings.	I am beginning to understand I need to look after myself e.g. keeping safe, going to the toilet		I am managing my own needs more frequently.
How we will learn it	Getting dressed/undressed in role play area (1:2:1 Support) Toileting (1:2:1 Support) Self-feeding – using cutlery	Turn taking Board games Role play Show and Tell Adult directed teaching time Completed adult directed tasks To recognise when we feel sad, happy, scared, cross To adjust behaviour according to the context Forest School	Able to manage emotions independently Has a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention Interaction with other children, they learn how to make good Forest School
PSED Building Relationships			
Confidence	I am becoming more outgoing with unfamiliar people within my setting	I am showing more confidence when talking to new people	I know people should listen to me just as I should listen to them.
Friendships	I play with one or more children and converse with them to extend play.		I have multiple positive friendly relationships with children and adults in my setting.
Other's and their feelings	I am beginning to find solutions to conflicts I am having e.g. when two people want the bike I use the timer to take turns.		I can think about the perspective of others
How we will learn it	Role play Small world play Board games Construction play Welly walks Outside play area EAD- junk modelling Reading corner and sharing books Show and Tell Building confidence to speak to peers Sharing and working in pairs To learn children's names with adult support approach chn to play alongside To form positive relationships with peers and familiar adults To speak kindly to peers and adults	Role play Small world play Board games Construction play Welly walks Outside play area EAD- junk modelling Reading corner and sharing books Show and Tell To learn children's names with adult support approach chn to play alongside To form positive relationships with peers and familiar adults To speak kindly to peers and adults To approach chn and ask to join in with their game	Role play Small world play Board games Construction play Welly walks Outside play area EAD- junk modelling Reading corner and sharing books Show and Tell To form positive relationships with peers and familiar adults To speak kindly to peers and adults To approach chn and ask to join in with their game To listen and respond to instructions of peers To recognise the impact of our actions on others To inhibit yourself from hitting, pushing or hurting friends Forest School

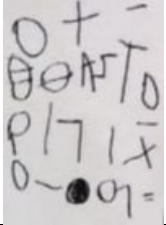
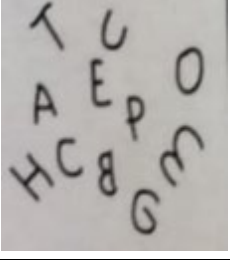
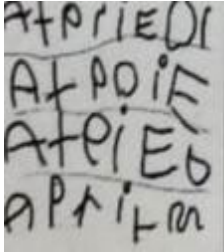
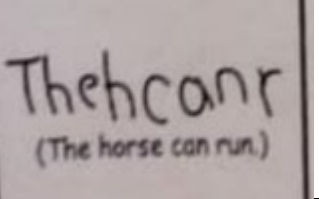
. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
 . Develop their sense of responsibility and membership of a community.
 . Increasingly follow rules, understanding why they are important.
 Do not always need an adult to remind them of a rule

Three- Four Years
 . Become more outgoing with unfamiliar people, in the safe context of their setting.
 . Show more confidence in new social situations.
 . Play with one or more other children, extending and elaborating play ideas.
 • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

	To approach chn and ask to join in with their game To listen and respond to instructions of peers To recognise the impact of our actions on others To inhibit yourself from hitting, pushing or hurting friends Forest School	To listen and respond to instructions of peers To recognise the impact of our actions on others To inhibit yourself from hitting, pushing or hurting friends Forest School			
Literacy Word Reading - RWI					Three- Four Years Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
STAGE 1- Verbal rhyming and alliteration	Developing phonological awareness so I can hear rhymes.	I can then suggest rhymes.	I can count or clap syllables in a word e.g. but/ter/fly cat/er/pill/ar.	I can recognise words with the same initial sound e.g. mum and monkey	
STAGE 2- Joining in with stories read to me.	In conversation I demonstrate that I understand print has meaning and can have different purposes.		I understand text is read left to right and top to bottom and can follow my finger along text, even if I do not know the words.		
STAGE 3- Recognising print and books	I understand print has meaning and I can read books or be read to.		I know the names of the different parts of a book.		
STAGE 5- Common exception words	I understand some words cannot be sounded out	I can read a few common exception words linked to my schools reading scheme	I can read common exception words when they are included in simple phrase or sentence.		
STAGE 6 – Reading Fluently	I am developing some phonological awareness – for example spotting words with the same initial sound	I am blending sounds to create words.	I can read simple phrases and sentences in my books with some fluency.	I can re-read these books to develop my confidence in reading and my fluency	
How we will learn it.	Rhyme Sounds all Around Sound it out Make a mark Traditional Tales Nursery Rhymes Counting and literary songs Book of the week Letter of the week	Traditional Tales Nursery Rhymes Book of the week Letter of the week Reading Corner Share Books Library Books	Shared reading with an adult Traditional Tales Nursery Rhymes Book of the week Letter of the week	Reading Corner Share Books Library Books	
Comprehension					
Questioning	Engages in conversation about stories while answering questions.		Engages in conversation about stories then asks questions		
Vocabulary	Notices words they do not know the meaning of.	Discusses word meanings and links new words to known words	Uses new vocabulary introduced by the teacher when read in a book.		

Inference	Beginning to look more in detail at the pictures and talk about what is happening.	Beginning to understand that when answering questions about the text we have to look in the book when guided by the teacher.	Makes basic inferences on characters feelings by using pictures and looking what they are saying and doing when guided by the teacher	rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary..
Prediction	Beginning to predict what might happen next when prompted.		Predicting what will happen next on the basis of what has happened so far e.g. to the characters or in the stories plot	
Explanation	Shares opinions of stories – likes and dislikes.		Link what has been read to them to their own real life experiences.	
Retrieval	Beginning to look more in detail at the pictures and talk about what is happening.	Answers simple questions about events that have just happened in a story.	Understands that pictures offer many clues as to what has happened or will happen in a text. Recognises characters, events, titles, images and key information in a text.	
Sequencing	Knows we read from left to right, top to bottom	Can retell a story through images – such as a story map.	Can orally re-tell a story in their own words Can sequence a simple story- remembering key events.	
How we will learn it.	Rhyme Sounds all Around Sound it out Make a mark Book of the Week Rhymes, poems and songs Story time Show and Tell Word aware Reading Role play Technology Instructions Being able to answer simple questions- what? Make statements about what they have read or understood from the illustrations Rhymes, poems and songs Story time Show and Tell Word aware Reading Role play Technology Instructions Being able to answer simple questions- what? Make statements about what they have read or understood from the illustrations	Book of the Week Rhymes, poems and songs Story time Show and Tell Word aware Reading Role play Technology Instructions Being able to answer simple questions- what? Make statements about what they have read or understood from the illustrations Rhymes, poems and songs Story time Show and Tell Word aware Reading Role play Technology Instructions Being able to answer simple questions- what? Make statements about what they have read or understood from the illustrations	Book of the Week Rhymes, poems and songs Story time Show and Tell Word aware Reading Role play Technology Instructions Being able to answer simple questions- what? Make statements about what they have read or understood from the illustrations	

Writing

<p>Mark Making</p>	<p>I write symbols and shapes that look like writing. I assign meaning to the marks Attempts to write name</p> 		<p>I write random letters but there is no connection between letters and sounds. I talk about my writing and give meaning. Writes name from memory</p> 	<p>I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing.</p> 		<p>Three- Four Years . Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Writing.3-4 • Write some or all of their name. Writing.3-4 . Write some letters accurately. Writing.3-4 Handwriting .Use a comfortable grip with good control when holding pens and pencils. PD FMS.3-4 .Show a preference for a dominant hand. PD FMS.3-4.</p>
<p>Developing Writing - Words</p>	<p>I am beginning to hear initial sounds and attempt to write these down. m – mum letter for name</p>	<p>I can hear initial sounds in words and write the letters down to match. c - cat d- dog p - pig</p>	<p>I can write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right. muy - mummy pto - potato sbr - strawberry</p>	<p>I can spell out and write down vc cvc words by matching letters and sounds. at in up cat dog pig</p>		
<p>Developing Writing - Sentences</p>	<p>I can formulate and say a simple sentence for writing.</p>		<p>I can orally compose a sentence and hold it in my memory before I start to write it. Repeats & recalls</p>	<p>I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words. Begins to be readable to others.</p> 		
<p>Text Forms - Purposes</p>	<p>I attempt to write simple labels.</p>		<p>I can write simple labels</p>		<p>I can write simple lists.</p>	
<p>How we will learn it</p>	<p>Rhyme Sounds all Around Book of the Week Morning work- Marks Pencil grip Cause and effect of tools Mark making: Pencils/ crayons/ WB pens / chalks/ paints Continuous provisions Role play area Creation station WB and pens Scrap books Paper Clipboards notebooks</p>	<p>Sound it out Make a mark Book of the Week Morning work- Marks Pencil grip Cause and effect of tools Mark making: Pencils/ crayons/ WB pens / chalks/ paints Continuous provisions Role play area Creation station WB and pens Scrap books Paper Clipboards</p>	<p>Book of the Week Morning work- Marks Pencil grip Cause and effect of tools Mark making: Pencils/ crayons/ WB pens / chalks/ paints Continuous provisions Role play area Creation station WB and pens Scrap books Paper Clipboards notebooks Black boards</p>	<p>Book of the Week Morning work- Marks Pencil grip Cause and effect of tools Mark making: Pencils/ crayons/ WB pens / chalks/ paints Continuous provisions Role play area Creation station WB and pens Scrap books Paper Clipboards notebooks Black boards</p>	<p>Book of the Week Morning work- Marks Pencil grip Cause and effect of tools Mark making: Pencils/ crayons/ WB pens / chalks/ paints Continuous provisions Role play area Creation station WB and pens Scrap books Paper Clipboards notebooks Black boards</p>	

		notebooks Black boards					
Maths – WR Nursery							<p>Three- Four Years</p> <ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • 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'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. • 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. • Extend and create ABAB patterns – stick, leaf, stick, leaf.
Comparison	More than. Fewer than. same		Compare and sort collections		Match Sort Compare		
Shape Space and Measure	Explore and build with shapes and objects Explore position and space		Explore position and values Match Talk Push and Pull		Start to puzzle		
Pattern	Explore repeats Join in with repeats		Explore Patterns		Lead on own repeats Making Patterns together My own Pattern		
Counting	Hear and say number names Begin to order number names		Move and label 1 2 3 Take and give 1 2 3		Show me 5 Stop at 1 2 3 4 5		
Subitising	I see 1 2 3		Show me 1 2 3 Talk about dots		Make games and actions		
How we will learn it	<p>WR Nursery Maths</p> <p>Match Sort Compare Patterns Maths Stations – Continuous Provision Adult led activity Tuff Spot</p>	<p>WR Nursery Maths</p> <p>Match Sort Compare Patterns Maths Stations – Continuous Provision Adult led activity Stacking blocks Building blocks Tuff Spot</p>	<p>WR Nursery Maths</p> <p>Match Sort Compare Patterns Maths Stations – Continuous Provision Adult led activity Sand and Water Trays Tuff Spot</p>	<p>WR Nursery Maths</p> <p>Shared reading with an adult Traditional Tales Nursery Rhymes and Songs</p>	<p>WR Nursery Maths</p> <p>Different objects on maths station Discussions with adults and peers.</p>	<p>WR Nursery Maths</p> <p>Painting pattern making (see art curriculum) Make patterns with objects – natural and man made Maths Stations – Continuous Provision Adult led activity Sand Tray Mark Making Tuff Spot</p>	

							• Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
Understanding the World							
Past and Present							
Finding out about the past and comparing to the present	I can comment on fictional/historical figures or familiar objects or situations from the past.		I can share my likes and dislikes about historical figures, familiar objects, or familiar situations from the past		can make comparisons between historical figures or familiar objects or situations from the past using story books and information books. I can identify some similarities and some differences.		
Sequences in time – Family History	I can sequence family members according to name/size, e.g. baby, child, adult.	I can sequence family members according to their age and describe who they are, e.g., baby, toddler, child, teenager, adult, elderly.	I can sequence family members according to their age. I can explain who they are and the key differences in what they can and can not do.	Understand and explain that there are differences and similarities between people of different ages. I describe memories that have happened in my own life.	I can sequence key memories that happened in my life.	I am beginning to sequence memories in the lives of my family members	Three- Four Years Begin to make sense of their own life-story and family history.
Sequences in time – Vocabulary	I can use words to sequence, e.g. first, then, next, after that, in the end. I show an awareness of morning, dinnertime, afternoon, and evening.	I know there are days of the week/ seasons, and I begin to name these.	I can talk about events using the present and past tense. I understand the terms before and after.	I can retell my daily routines/ weekly routines in sequence. I can name the days of the week/ the seasons of the year.	I can order the days of the week. I can sequence the seasons of the year.	I understand that there are special dates and times that repeat every year.	
People Culture and Communities							
Celebrations	I can comment on <u>recent</u> photos and pictures of celebrations in my own life, e.g. This is me at ... my birthday, Christmas, Diwali or Chinese New Year.		I can comment on images of familiar experiences that I have shared in my own life.		I can retell key events such as, visits to the dentist, holidays, and day trips.		
Worship	I know that there are different places of worship.		I can name different religious places of worship.		I can name the Church, chapel and the Mandir.		
Beliefs	I know that there are differences in what people believe.		I am developing a positive attitude in understanding about the differences between people.		I can show a positive attitude in talking about and explaining the differences between people.		
Homes	I can explain key features of my home and the homes of others.		I know that different countries have different homes.		I can compare different types of homes in my own country.		
Features of Places	I can talk about local places and environments, e.g. the church, named shops, their street, post office, the park, the library.		I notice that some places and environments are different to the place where I live. I can identify simple similarities and differences. E.g comparing Barwick to London or Yeovil.		I can use photos, maps, books and my own experiences in order to compare different places and environments across the UK.		
Using Maps and Following directions	I know that the pictures and symbols on a map tells us about the features and places there are. I can identify trees, rivers, and mountains. I know that directions can be followed and lead to different places I know that directions can be verbal, pictorial or written		I know that the pictures, symbols, and words on a map represent objects that usually do not move. I can follow simple directions (Up, down, left/right, forwards/backwards) I can follow directions using a small toy. I can direct my friend from point A to B using positional language.		I can draw and create my own maps using real objects, and/or pictures and symbols. I can talk about a range of real maps, electronic globes and maps, maps of the classroom/school, village, park and story maps.		
Naming Places	I can talk about and name the places where I live, e.g., Yeovil or Barwick.		I am beginning to recall my address such as the name or number, the road/street and the village/town.		I can identify and name the country that I live in.		
							Three- Four Years Show interest in different occupations. Continue to develop positive attitudes about the differences between people. -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

	I know that more than one home/house is in a village or town.		I show an understanding that not all countries in the world are the same. I begin to talk about the differences.	
Human Geography	I can talk about how daily life may be different for other children.	I can make comparisons between daily life for children in different countries.	I can compare daily life in the UK with a contrasting country.	
The Natural World				
Changes	I show awareness of change, as I can talk about the differences between materials and changes	. I understand that living things, objects and materials can change.	I understand through books and making close observations that living	<p>Three- Four Years</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <ul style="list-style-type: none"> . Explore collections of materials with similar and/or different properties. . Talk about what they see, using a wide vocabulary. . Explore how things work. . Plant seeds and care for growing plants. . Understand the key features of the life cycle of a plant and an animal. . Begin to understand the need to respect and care for the natural environment and all living things. . Explore and talk about different forces they can feel. . Talk about the differences between materials and changes they notice.
Materials	I can explore collections of different materials with similar and different properties. I can name some common materials, e.g. sand, wood, glass, brick, clay, fabric etc with adult support.	I can name some common materials, e.g. sand, wood, glass, brick, clay, fabric. I can use language to describe common features of materials, e.g. colour, texture, size.	I can describe and make comparisons between materials. I can talk about the changes to materials that I notice.	
Forces and Movement	I can explore how things work, and I can talk about 'contact' forces such as pushes and pulls.	I can explore 'non-contact' forces such as gravity or magnetism.	I describe what I see, hear and feel whilst exploring inside and outside.	
Seasonal Change	I can talk about some natural features that I see and feel during different seasons, including different weather. I can talk about the clothes that I need for different seasons/ weather and why.	I can name the four seasons. I can order the four seasons.	I can describe about how the seasons can affect the natural world and how things grow. e.g. acorns and conkers are found in autumn and some trees have no leaves in winter.	
Animals – Living Things	I can examine animals to find out more about them. I use my senses to explore.	I can use the correct basic scientific vocabulary to describe parts of animals. I can explain a simple lifecycle, E.g., butterfly, chicks, or frogs.	I can talk about what plants need to survive and grow healthily. I can explain where a range of animals live. Describing habitats and some microhabitats.	
Plants – Living Things	I can examine plants to find out more about them. I use my senses to explore.	I can use the correct basic scientific vocabulary to describe parts of plants. I can explain a simple lifecycle, E.g., sunflower, or oak tree.	I can talk about what plants need to survive and grow healthily. I can explain where some plants grow. Describing habitats and some microhabitats.	
Conservation – Living Things	I can show care and respect for living things.	can show care and respect for living things and the environment in which they live.		
Sound	I understand that sounds can come from a range of sources.	I can identify and describe the source of a range of sounds.	I can explore how to change sounds. I can describe changes in sounds such as loud and quiet, tempo - fast or slow.	
How we will learn it	<p>Present children with pictures, stories, artefacts and accounts from the past, identifying similarities and differences – to compare toys from the past and present</p> <p>Compare and contrast figures from the past - Guy Fawkes Florence nightingale Life cycles of humans, animals Growth – self; animals; plants and seeds Figures from the past and present – David Attenborough Mary Anning – Fossils and Dinosaurs Science Week</p>	<p>Chn talk about themselves and those in their family including what their family's occupations are. Chn to consider how this helps others or plays a role in society.</p> <p>Knows what they enjoy playing and are beginning to verbalise this</p> <p>Exploring a range of cultures through story telling / draw out common themes from stories (bravery, kindness) and talk about children's experiences with these themes: Diwali – Rama and Sita story</p>	<p>Welly walks- building dens using various materials and tools</p> <p>Seasons</p> <p>Using tools (Fine and Gross motor)</p> <p>Explore mini beasts and the natural world</p> <p>To understand where they go to school, and the local area</p> <p>The natural world- David Attenborough</p> <p>Listen to a broad selection of stories, non-fiction, rhymes and poems celebrating differing cultural, social, technologically and ecologically diverse world</p> <p>A Story of Gladness</p>	

Expressive Arts, and Design				
ART				
Paintbrush Skills	Holds the paintbrush with the correct grip with some reminders.	Correctly holds and uses a fine brush to paint.	Uses <u>good</u> control to correctly hold and paint carefully in the lines.	<p>Three- Four Years</p> <ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing.
Use of tools	Holds a paintbrush/ printing tools in the palm of the hand.	Uses thick brushes.	Uses thin brushes to add detail and holds the brush with a tripod grip.	
Colour	Mixes primary colours (red, yellow and blue) to appropriate consistency.	Uses primary colours to make secondary colours, e.g. green, orange and purple.	Adds white or black to alter a shade or tint of paint.	
Technique	Paints enclosed spaces using lines and gives meaning. Draws faces with basic features.	Paints potato people with no body or missing arms/legs. Paints simple shapes for other objects.	Paints bodies and shapes for objects that are an appropriate size and have some features.	
Painting Skills	I am beginning to understand that to print, I must press down and carefully lift off the printing tool.	I can print simple shapes with adult prompting for instructions.	I can independently print simple shapes, but I am helped with using the space to build up my composition.	
Pattern Skills	I can create repeating patterns with colour, shapes and objects. Draw, paint, print and colour repeating patterns.	I can make irregular patterns based on real-life such as printing the skin of a tiger, zebra, cheetah and giraffe. Draw, colour, print and paint.	I can explore simple one line symmetry with activities such as folding painted butterflies, building models, drawing and using mirrors.	
Drawing Technique	Draws enclosed spaces using lines and gives meaning. Draws faces with basic features.	Draws potato people with no body or missing arms/legs. Draws simple shapes for other objects.	Draws bodies and shapes for objects that are an appropriate size and have some features.	
Drawing Subject	Draws simple things from memory.	Draws self-portraits and uses ideas from objects or pictures in own work.	Draws landscapes with backgrounds, cityscapes and buildings. Includes objects within these scenes, e.g., furniture and natural objects.	



Collage and Weaving	Adds additional textures, e.g., rough or smooth. Begins to weave.	Adds a range of textures, e.g., smooth, rough, bendy and hard.	Weaves through a simple loom.	
Joining Techniques	Uses glue spatulas and pva glue to join pieces. I know that this is stronger than using the glue stick.	Joins items using tapes - masking and Sellotape - cutting lengths needed.	Joins items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon.	
Making Skills	Creates my own piece of art and gives meaning.	Creates my own piece of art with some details, and I begin to self-correct any mistakes.	I return to my piece of artwork on another occasion to edit and improve my model. I add details and features to enhance my model.	
Sewing	I can begin to use the skill of sewing over and under to make a running stitch with 1:1 support.	I can begin to use the skill of sewing over and under to make a running stitch with some support.	I can complete some running stitches and work independently.	
Sculpture – Clay or Dough	I can make marks in the clay/ dough.	I can manipulate the clay/ dough by squashing, rolling, pinching, twisting and cutting.	I can make something and give meaning to it.	
How we will learn it.	Using small tools Developing hand-eye co-ordination Junk modelling Creating with a purpose Using materials for a purpose e.g. capes Junk modelling Explore colour and how it changes Explore paints and the marks they create Creating with a purpose Mark making using Potatoes (Printing)	Using small tools Developing hand-eye co-ordination Exploring basic tools through colouring crayons, pens, pastels Creating with a purpose Using materials for a purpose e.g. capes Mark making (Drawing) Creating with a purpose Using materials for a purpose e.g. capes Junk modelling	Using small tools Developing hand-eye co-ordination Creating with a purpose Using materials for a purpose e.g. capes Mark making (Drawing) Creating with a purpose Using materials for a purpose e.g. capes Junk modelling	
Expressive Arts, and Design				
DESIGN				
Sewing	I can begin to use the skill of sewing over and under to make a running stitch with 1:1 support.	I can begin to use the skill of sewing over and under to make a running stitch with some support.	I can complete some running stitches and work independently.	Three- Four Years • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Planning	I can develop and share my ideas with support from my peers or an adult.	I work with my friend, and we copy, share, and develop ideas together. I can work independently to develop my ideas.	I can plan and create collaboratively, sharing my ideas with my peers and developing my ideas further.	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Explore colour and colour-mixing. Three- Four Years • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
Construction	I can make enclosed spaces and shapes such as walls, tunnels, and houses. I build horizontally. I can tessellate basic shapes.	I can cover and bridge in my constructions by adding towers, roofs, bridges, and more detailed features.	I can balance items. I can explore and add moving parts to my constructions.	
Sculpting	I can manipulate the clay/ dough by squashing, rolling, pinching, twisting and cutting.	I can make something and give meaning to it.	I can make something with clear intentions from start to finish.	
Scissors	I can snip the paper and move the scissors forward.	I am beginning to cut along the paper with support from a helping hand holding the paper.	I can cut along a straight line, and I am improving in accuracy.	
Joining Techniques	Uses glue spatulas and pva glue to join pieces. I know that this is stronger than using the glue stick.	Joins items using tapes - masking and Sellotape - cutting lengths needed.	Joins items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon.	
Making	Creates my own piece of art with some details, and I begin to self-correct any mistakes.	I return to my piece of artwork on another occasion to edit and improve my model.	I add details and features to enhance my model.	
Cooking	I can begin to develop a food vocabulary using taste, smell, texture and feel.	I can stir, spread, knead and shape a range of food and ingredients.	I can begin to work safely and show basic hygiene awareness, e.g., washing hands.	

How we will learn it	Using materials for a purpose e.g. capes	Using materials for a purpose e.g. capes	Using appropriate resources to cut, fix and adapt Create with purpose and independence	Weekly cooking opportunities heavily adult directed (Healthy eating links)	
Expressive Arts, and Design					
DRAMA AND ROLE PLAY					
Small World	I can enhance small world play by adding my own resources and constructions. I am beginning to develop complex stories.	I can make imaginative and complex small world scenes using construction kits, wooden blocks and loose parts	. I can combine different resources to make cities with different buildings, a park with different features or a building with different rooms.		
Role Play	I can take part in pretend play using objects to represent something else that may not be similar. I use my own experiences to develop simple storylines.	I can enhance my Role Play by adding my own resources and constructions. I am beginning to develop complex storylines using my own experiences and known stories.	I can use my imagination to develop complex storylines.		
How we will learn it	Invent their own narratives, stories and poems. Re-inact stories and rhymes they have learned Make props and costumes for different role play scenarios Using materials to support role play		Re-inact stories and rhymes they have learned Make props and costumes for different role play scenarios Using materials to support role play		<p>Three- Four Years</p> <ul style="list-style-type: none"> . Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
Expressive Arts, and Design					
Music					
Singing / Voice	I can sing part/ most of some familiar songs. I know some of the words. I can sing in a small group.	I can sing a whole familiar nursery rhyme and familiar song. I can sing in a group and keep in time.	I can experiment with changing my voice with different tempos, pitch, and dynamics. I can join in with singing songs with changes to pitch, tempo, or dynamics		
Playing Instruments Composition	I can copy and join in with a simple beat on a percussion instrument. I can describe the sounds that I make in simple terms such as loud, quiet, fast, or slow.	I can play an instrument in time to a simple piece of music. I know how to play a wide range of percussion instruments. I can create suitable sound effects to match a given theme/story.	I can experiment with playing percussion and body instruments and changing the dynamics, pitch, or tempo. I can play a simple composition by following a sequence of some simple symbols, pictures or patterns		
Listening and Responding to Music	I respond when I listen to music.	I can talk about how music makes me feel I can listen to songs/music with changes to pitch, tempo, and dynamics.	I can respond to changes in the dimensions of music. I can talk about emotions in the music, e.g., This music sounds happy, sad, or scary.		
How we will learn it	Sing Up Curriculum Using materials to support role play To sing songs To recite familiar poems	Sing Up Curriculum To explore various musical instruments and rhythm Tap out a beat (Music) Role play with peers	Sing Up Curriculum Using materials to support role play To sing songs Role play with peers		



	To identify and continue a rhyming string (Literacy) Role play with peers Small world play Music lessons Story telling Christmas carol service	Small world play Music lessons Story telling Christmas carol service	Small world play Music lessons Story telling Christmas carol service	express their feelings and ideas.
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