







LAURANCE HAINES PRIMARY SCHOOL CURRICULUM OVERVIEW



NURSERY

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	<i>Have I grown up?</i>	<i>What is special to me?</i>	<i>Are all animals the same?</i>	<i>How do things live in the garden?</i>	<i>How can I take care of myself?</i>	<i>What makes a great story?</i>
PSHE Themes	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Values	<i>NURTURE</i>	<i>RESPECT</i>	<i>INNOVATE</i>	<i>INSPIRE</i>	<i>TRUST</i>	<i>CHOICE</i>
EYFS Topic	<p>Amazing Me</p> 	<p>My Favourite Things</p> 	<p>Amazing Animals</p> 	<p>Down in the Garden</p> 	<p>Big, Strong, Healthy Me</p> 	<p>Tell me a Story</p> 
Wows	Autumn Walk Harvest Festival	Show and Tell Christmas Performance	Farm Visit Bring your pet in Day	Caterpillars Growing/Planting	Dentist Visit	Parents Story Session Author Visit Graduation

<p>Key Texts</p>	<p>I'm Starting Nursery Ten Little Fingers and Ten Little Toes On No George!</p>	<p>Dogger Kipper's Birthday The Snowy Day</p>	<p>Brown Bear, Brown Bear Dear Zoo Noisy Farm</p>	<p>Aaargh Spider! The Very Busy Bee Up, Down and Around</p>	<p>I Will Not Ever NEVER Eat a Tomato This is the Bear and the Picnic Lunch Brush Your Teeth Max and Millie</p>	<p>A Royal Lullaby Hullabaloo Billy's Bucket Stanley's Stick</p>
<p>Nursery Rhymes</p>	<p>Where is Thumbkin? Wind the Bobbin Up Heads, Shoulders, Knees and Toes If you're Happy and You Know It 1,2,3,4,5 Once I Caught a Fish Alive It's Raining, It's Pouring I Hear Thunder</p>	<p>Open, Shut Them There Was an Old Man Named Michael Finnegan Hey Diddle Diddle Zoom, Zoom, Zoom Humpty Dumpty I Had a Little Turtle Sing a Song of Sixpence</p>	<p>The Grand Old Duke of York Hot Cross Buns Polly Put the Kettle On The Wheels on the Bus London Bridge is Falling Down One, Two Buckle my Shoe.</p>	<p>Little Peter Rabbit There's a Tiny Caterpillar on a Leaf Mary Had a Little Lamb 5 Little Monkeys Swinging in the Tree 5 Little Ducks The Farmer Plants the Seed 5 Speckled Frogs</p>	<p>Miss Polly Had a Dolly Here We Go Round the Mulberry Bush 5 Little Monkeys Jumping on the Bed Bingo Hurry, Hurry, Drive the Fire Truck Dr Foster Went to Gloucester</p>	<p>Old Mother Hubbard Jelly on a Plate Five Currant Buns I'm a Little Teapot Little Miss Muffet Little Mousie Brown Little Jack Horner Mary, Mary Quite Contrary</p>
<p>Maths</p>	<p>White Rose Maths</p>					
<p>Phonics</p>	<p>Phase 1 / Read Write Inc (Summer Term)</p>					
<p>RE</p>	<p>Harvest Diwali</p>	<p>Christmas Hanukkah</p>	<p>Chinese New Year</p>	<p>Easter Holi Festival</p>	<p>Ramadan Eid</p>	

<p>Personal, Social & Emotional</p>	<p><u>Self-Regulation</u></p> <p>Children will: - develop appropriate ways of being assertive</p> <p><u>Managing Self</u></p> <p>Children will: - become more outgoing with unfamiliar people - select and use activities and resources (sometimes with help) - become confident in their own abilities – including what they can do, and what they are still learning to do</p> <p><u>Building Relationships</u></p> <p>Children will: - understand that they might be different from their peers but can still form friendships with people who are different</p>	<p><u>Self-Regulation</u></p> <p>Children will: - begin to talk about their feelings</p> <p><u>Managing Self</u></p> <p>Children will: - increasingly follow rules - not always need an adult to remind me of the rules</p> <p><u>Building Relationships</u></p> <p>Children will: - celebrate the differences between themselves and their peers - learn to play cooperatively with others, understanding simple rules that make play fun for all involved -learn to take responsibility for their immediate environment (the classroom and playground)</p>	<p><u>Self-Regulation</u></p> <p>Children will: - talk about their feelings using appropriate words - become increasingly more able to manage their feelings</p> <p><u>Managing Self</u></p> <p>Children will: - develop an increased understanding of the regular rules, routines and boundaries of the classroom. - become increasingly confident to make their own choices - start to plan their own activities with a particular goal in mind</p> <p><u>Building Relationships</u></p> <p>Children will: - continue to learn to play with others – extending and elaborating on play ideas - Begin to think about ways in which they can look after the wider environment</p>	<p><u>Self-Regulation</u></p> <p>Children will: - begin to manage their feelings using appropriate strategies</p> <p><u>Managing Self</u></p> <p>Children will: - continue to plan their own activities with a goal in mind</p> <p><u>Building Relationships</u></p> <p>Children will: - understand gradually how others might be feeling - play cooperatively with others, demonstrating skills such as negotiation and problem solving.</p>	<p><u>Self-Regulation</u></p> <p>Children will: - find solution to conflicts and rivalries with adult support - begin to give focussed attention to the adult</p> <p><u>Managing Self</u></p> <p>Children will: - continue to plan their own activities with a goal in mind</p> <p><u>Building Relationships</u></p> <p>Children will: - understand gradually how others might be feeling - have 1 or 2 close friends who they seek to play with</p>	<p><u>Self-Regulation</u></p> <p>Children will: - become increasingly independent at managing conflict and solving problems - continue to plan their own activities with a goal in mind and begin to suggest ideas to make the outcome better - understand gradually how others might be feeling</p> <p><u>Managing Self</u></p> <p>Children will: - plan activities with a specific goal in mind and begin to discuss or consider how they can improve on their end goal</p> <p><u>Building Relationships</u></p> <p>Children will: - have 1 or 2 close friends who they seek to play with, but also demonstrate the ability to play with different children, in different groups</p>
<p>Communication & Language</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Children will: - learn the variety of songs and rhymes listed above - maintain attention in an adult-led activity for a short period of time (up to 5 minutes)</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Children will: - learn the variety of songs and rhymes listed above - maintain attention in an adult-led activity for a short period of time (up to 10 minutes)</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Children will: - learn the variety of songs and rhymes listed above - maintain attention in an adult-led activity for a short period of time (up to 10 minutes), and respond to what is happening</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Children will: - learn the variety of songs and rhymes listed above - begin to ask and answer how and why questions - enjoy listening to longer stories and remember much of what happens</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Children will: - learn the variety of songs and rhymes listed above - begin to understand simple 2 part instructions - begin to develop an understanding of the difference between</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Children will: - learn the variety of songs and rhymes listed above, enjoying listening to longer stories and remember much of what happens and begin to retell the story – sequencing the events in the correct order - maintain attention during carpet time and</p>

	<p align="center"><u>Speaking</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - talk about their bodies and features (e.g. 10 fingers, 10 toes) - talk about themselves as babies and as 3 year olds. - begin to talk about their abilities in relation to past and present - talk about rules and develop an understanding of right and wrong 	<p align="center"><u>Speaking</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - begin to start and hold a simple conversation with an adult or peer -- talk about people and objects that are special to them - talk about things they celebrate in their families and culture - express their wishes e.g. "for Christmas I would like..." - be able to name some of the days of the week 	<p align="center"><u>Speaking</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - begin to use a wider range of vocabulary - begin to use talk to organise themselves and their play - discuss, compare and contrast different animals and their habitats 	<p align="center"><u>Speaking</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - begin to talk about things that live in the garden and describe simple features of the life cycles - discuss what plants need to grow - begin to use the names of the seasons 	<p>healthy and unhealthy foods</p> <ul style="list-style-type: none"> - begin to understand how certain foods keep us healthy and help us to grow - enjoy listening to longer stories, remember much of what happens and begin to retell the story <p align="center"><u>Speaking</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - be able to express their point of view. - begin to talk about other ways to keep ourselves healthy - including good oral hygiene 	<p>demonstrate confidence to share a thought or idea.</p> <p align="center"><u>Speaking</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - begin to talk about familiar and favourite books - use longer sentences of four to six words. - use language to tell a story about their own experiences. - talk about their favourite story and why they like it - look at pictures in stories and describe what is happening or anticipate what they think might happen - begin to use the names of the months of the year
Literacy	<p align="center"><u>Word Reading</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - begin to repeat words and phrases from stories - recognise a variety of environmental sounds <p align="center"><u>Comprehension</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - begin to ask questions and make comments <p align="center"><u>Writing</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - make marks on paper using paint, pencils, crayons etc. <p><u>I'm Starting Nursery</u></p> <ul style="list-style-type: none"> - Repeating words and phrases - Ask questions and make 	<p align="center"><u>Word Reading</u></p> <p>- recognise a variety of instrumental sounds</p> <ul style="list-style-type: none"> - begin to understand the purpose of print <p align="center"><u>Comprehension</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - begin to ask and answer questions about books <p align="center"><u>Writing</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - make marks on paper - carrying the marks that they make (e.g. lines, circles etc). <p><u>Dogger</u></p> <ul style="list-style-type: none"> - Repeating words and phrases 	<p align="center"><u>Word Reading</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - understand that print has meaning - hear the difference between different body percussion sounds <p align="center"><u>Comprehension</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - begin to use verbal sequencing - describing two or three events in order - anticipate the ending <p align="center"><u>Writing</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - ascribe meaning to marks they make 	<p align="center"><u>Word Reading</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - recognise their own name - develop phonological awareness including alliteration, rhythm and rhyme <p align="center"><u>Comprehension</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - begin to use verbal sequencing - retelling the events of the story in order <p align="center"><u>Writing</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - begin to draw simple representations of people or objects - begin to use mock letters and symbols to represent writing 	<p align="center"><u>Word Reading</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - explore and hear different voice sounds - learn RWI set one sounds <p align="center"><u>Comprehension</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - begin to retell the story with more detail <p align="center"><u>Writing</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - begin to form some letters (recognising familiar letters), particularly those in their name - begin to write letter strings and some letters to represent sounds 	<p align="center"><u>Word Reading</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - begin to develop phonological awareness e.g. suggesting/spotting rhymes, clapping syllables and recognising initial sounds. - begin to develop oral blending and segmenting skills - Say the sounds for most RWI set one sounds <p align="center"><u>Comprehension</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - engage in extended conversations about stories, learning new vocabulary

	<p>comments - Making marks and simple drawings</p> <p><u>Ten Little Fingers and Ten Little Toes</u></p> <p>- Repeating words and phrases Ask questions and make comments - Making marks and simple drawings</p> <p><u>Oh No George!</u></p> <p>- Repeating words and phrases - Ask questions and make comments - Making marks and simple drawings</p>	<p>- Ask questions and make comments - Making marks and simple drawings</p> <p><u>Kipper's Birthday</u></p> <p>- Repeating words and phrases - Ask questions and make comments Making marks and simple drawings</p> <p><u>The Snowy Day</u></p> <p>- Repeating words and phrases - Ask questions and make comments - Making marks and simple drawings</p>	<p><u>Brown Bear</u></p> <p>- Repeating words and phrases - Ask questions and make Comments - verbal sequencing (first, next, last) - Anticipate the ending - Ascribing meaning to marks</p> <p><u>Dear Zoo</u></p> <p>- Repeating words and phrases - Ask questions and make comments - Verbal sequencing (first, next, last) - Anticipate the ending - Ascribing meaning to Marks</p> <p><u>Noisy Farm</u></p> <p>- Repeating words and phrases - Ask questions and make comments - Verbal sequencing (first, next, last) - Anticipate the ending - Ascribing meaning to marks</p>	<p><u>Aargh Spider!</u></p> <p>- Repeating words and phrases - Ask questions and make comments Verbal sequencing (first, next, last) - Anticipate the ending - Ascribing meaning to marks</p> <p><u>The Very Busy Bee</u></p> <p>- Repeating words and phrases - Ask questions and make comments Verbal sequencing (first, next, last) - Anticipate the ending - Ascribing meaning to marks</p> <p><u>Up Down and Around</u></p> <p>- Repeating words and phrases - Ask questions and make Comments - verbal sequencing (first, next, last) - Anticipate the ending - Ascribing meaning to marks</p>	<p>they hear in words (e.g. c for cat)</p> <p><u>I Will Not Ever NEVER Eat a Tomato!</u></p> <p>- Repeating words and phrases - Ask questions and make comments - Verbal sequencing (first, next, last) - Anticipate the ending - Retelling the story - Forming some letters (recognising familiar letters) - Writing letter strings and some simple or familiar words</p> <p><u>This is the Bear and the Picnic Lunch</u></p> <p>- Repeating words and phrases - Ask questions and make comments - Verbal sequencing (first, next, last) - Anticipate the ending - Retelling the story - Forming some letters (recognising familiar letters) - Writing letter strings and some simple or familiar words</p> <p><u>Brush Your Teeth Max and Mille</u></p> <p>- Repeating words and phrases - Ask questions and make comments - Verbal sequencing (first, next, last) - Anticipate the ending - Retelling the story - Forming some letters (recognising familiar</p>	<p><u>Writing</u></p> <p>Children will:</p> <p>- write some or all of the letters in their name using clearly recognisable formation - begin to write some sounds they hear in words or possibly write simple CVC words</p> <p><u>A Royal Lullaby Hullabaloo</u></p> <p>- Repeating words and phrases - Ask questions and make comments - Verbal sequencing (first, next, last) - Anticipate the ending - Retelling the story - Forming some letters (recognising familiar letters) - Writing letter strings and some simple or familiar words</p> <p><u>Billy's Bucket</u></p> <p>- Repeating words and phrases - Ask questions and make comments - Verbal sequencing (first, next, last) - Anticipate the ending - Retelling the story - Forming some letters (recognising familiar letters) - Writing letter strings and some simple or familiar words</p> <p><u>Stanley's Stick</u></p> <p>- Repeating words and phrases - Ask questions and make Comments</p>
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					<p>letters)</p> <ul style="list-style-type: none"> - Writing letter strings and some simple or familiar words 	<ul style="list-style-type: none"> - Verbal sequencing (first, next, last) - Anticipate the ending - Retelling the story - Forming some letters (recognising familiar letters) - Writing letter strings and some simple or familiar words
Physical	<p><u>Gross Motor Skills</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - use large muscle movements to wave flags, scarves or make marks - beginning to develop movements such as climbing, riding bikes and riding scooters <p><u>Fine Motor Skills</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - use the pincer grip to pick up small items <p><u>Self-Care</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - begin to develop independence with routines such as toileting and hand washing 	<p><u>Gross Motor Skills</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - decide which physical skills to use to carry out a task - copy simple actions or sequences of movements to music <p><u>Fine Motor Skills</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - decide which physical skills to use to carry out a task - copy simple actions or sequences of movements to music - demonstrate increasing strength in hands and fingers for manipulating tools (e.g. to use tweezers) <p><u>Self-Care</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - dress and undress with some support - put on coat with some support 	<p><u>Gross Motor Skills</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - recall simple actions or sequences of movements to music - demonstrate control when using jugs for tipping and pouring <p><u>Fine Motor Skills</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - recall simple actions or sequences of movements to music - manipulate small items into spaces (e.g. pegs and pegboards) <p><u>Self-Care</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - complete some dressing or undressing tasks independently - put coat on independently 	<p><u>Gross Motor Skills</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - begin to skip, hop, stand still and show an awareness of others in their space - begin to show confidence in mounting and climbing a variety of climbing equipment <p><u>Fine Motor Skills</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - show preference for a dominant hand - demonstrate dexterity when completing tasks such as threading <p><u>Self-Care</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - recognise their own needs in regards to being too hot, too cold, tired, hungry 	<p><u>Gross Motor Skills</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - use alternate feet when climbing stairs or apparatus - skip, hop and stand on one leg, hold a pose for a game <p><u>Fine Motor Skills</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - begin to use the appropriate grip to hold a pencil - begin to show control with tools such as pencils and scissors – including developing an appropriate technique <p><u>Self-Care</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - put on and remove shoes and socks with increasing independence 	<p><u>Gross Motor Skills</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - begin to collaborate with others to move large items - begin to show control when using equipment such as small and large balls demonstrate independence when completing tasks such as dressing and undressing <p><u>Fine Motor Skills</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - use a comfortable grip with good control when holding pencils <p><u>Self-Care</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - use the toilet independently - make healthy choices about food and drink - dress and undress mostly independently - including attempting fastenings

<p>Mathematics</p>	<p align="center"><u>Shape, Space and Measure</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - organise and categorise objects identifying those that are the same - sort a group of 2 different objects - sort/match objects and label - use language of 'same' when matching objects - Begin to recite numbers in order to 5 – through singing songs <p align="center"><u>Number 1</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - count to 1 recognising the numeral - manipulate objects to begin to develop an understanding of number - begin to explore 1-1 correspondence by movement of objects – 1 spoon for each teddy etc. - select a small number of objects from a group e.g. please give me one - begin to represent numbers using fingers - explore the circle shape <p align="center"><u>Number 2</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - Count to 2, recognising the numeral - begin to represent numbers using fingers - select a small number of objects from a group – give me two - begin to notice different patterns (In the environment, within 	<p align="center"><u>Shape, Space and Measure</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - begin to compare objects using appropriate vocabulary according to space, size, big/little/small - develop an understanding of size - categorise objects big/large, little/small - find the odd one out - sort a group of objects by size and name each set <p>Children will:</p> <ul style="list-style-type: none"> - develop an understanding of positional language - begin to follow some instructions using positional language <p>Children will:</p> <ul style="list-style-type: none"> - begin to talk about shapes - describe some shape properties - begin to make arrangements using shapes - show an interest in shapes in the environment - point to shapes that they notice - use language of same and different <p align="center"><u>Number 3</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - begin to recognise that there is an order to counting - begin to assign one 	<p align="center"><u>Shape, Space and Measure</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - find the odd one out - sort and match objects and label and begin to talk about - what is the same and different? <p>Children will:</p> <ul style="list-style-type: none"> - copy a pattern with one attribute - begin to continue a pattern - explore pattern using actions - notice pattern in the environment - show an interest in shapes and space by playing with shapes or making arrangements with objects <p align="center"><u>Number</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - review number 1,2,3 - show curiosity about numbers – offering comments, asking questions - know that numbers identify how many are in a set - select a small number of objects from a larger group, give me one, two or three <p align="center"><u>Number 4</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - begin to count 3/4 objects by saying one number for each item - begin to separate a group of 3/4 objects in different ways - recognise and match some number patterns 	<p align="center"><u>Shape, Space and Measure</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - take part in a shape treasure hunt - show an awareness of similarities of shapes in the environment - show an interest in shape by sustained construction - begin to use shapes appropriately for task <p>Children will:</p> <ul style="list-style-type: none"> - continue to develop an understanding of measure - begin to develop an understanding of capacity, explore filling and pouring and using associated language - full, empty, half full <p align="center"><u>Number</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - use language of same and different when comparing small sets – dominoes, rolling 2 dice with spots - recognise and match some number patterns - compare 2 groups saying when they have the same/different number - use the language of more than and fewer than - with support begin to use full sentences when comparing sets <p align="center"><u>Number</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - show an interest in number problems - separate a group of 3, 4 	<p align="center"><u>Shape, Space and Measure</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - begin to select a particular named shape - begin to talk about the shapes of everyday objects - use shapes appropriately for tasks <p>Children will:</p> <ul style="list-style-type: none"> - continue to develop an understanding of size – tall, short – exploring different ways to measure <p align="center"><u>Number</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - use words bigger/smaller when comparing numbers - begin to select correct numeral to represent 0-5, developing correct formation - begin to recognise numerals 0-5 - begin to order numerals to 5 and talk about their position <p align="center"><u>Number</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - count up to 3 or 4 objects - begin to subitise small numbers - begin to select the correct numeral to represent 0-5 - begin to order numbers to 5, 	<p align="center"><u>Shape, Space and Measure</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - begin to use the language of weight e.g. heavy/light <p align="center"><u>Number</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - separate a group of up to 5 objects in different ways, beginning to recognise the total is still the same - begin to find the total of items in 2 groups by counting all of them - count on from 5 - consolidate, apply and embed skills learned throughout the year
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	<p>resources, etc.)</p> <ul style="list-style-type: none"> - begin to make arrangements with objects - begin to talk about an arrangement making a pattern – leaf/conker/leaf - copy a pattern using everyday objects pine cones, leaves Name the pattern 	<p>counting word to each object 1-3</p> <ul style="list-style-type: none"> - begin to know that numbers identify how many are in a set - begin to understand how many are left from number rhyme experience - begin to use language of quantities - know that a group of things changes in quantity when something is added or taken away. - make comparisons between quantities which has more/fewer - know that a group of objects changes when something is taken away or added - begin to understand how many are left from number rhyme experiences - explore 1-1 correspondence by movement of objects - explore the triangle shape 	<ul style="list-style-type: none"> - subitise 1, 2 - begin to match numeral and quantity - explore the square shape <p style="text-align: center;"><u>Number 5</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - recite numbers in order to 5 - know that numbers identify how many are in a set and sometimes match numeral and quantity correctly - count up to 3 or 4 objects saying one number for each object to be counted - realise that not only objects can be counted - recognise and match some number patterns - understand how many are left from number rhymes - begin to use the word less when acting out and using props 	<p>or 5 objects in different ways</p> <ul style="list-style-type: none"> - use language of the same when matching objects/numerals - use language such as more or a lot - begin to compare 2 groups of objects saying when they have the same number - begin to find one more/one less than a number to 5 - use the word less when asked to find one less than a given number 	<p>discussing their position</p> <ul style="list-style-type: none"> - count up to 5 objects - counts an irregular arrangement - begin to count beyond 5 saying one number name for each item. - begin to recite backwards from 5 	
<p>Understanding the World</p>	<p style="text-align: center;"><u>Past and Present</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - begin to make sense of their own life story and family history - begin to understand how they grow and change over time - paying consideration to what they looked like as babies, what they could do etc. (past) and what they look like and can do now (present) 	<p style="text-align: center;"><u>Past and Present</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - explore things that are special to them and things that may have been special to their relatives in the past - be able to talk about the immediate past and present (e.g. last week, yesterday, today) 	<p style="text-align: center;"><u>Past and Present</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - explore different equipment used for farming over the years <p style="text-align: center;"><u>People, Culture and Communities</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - begin to show an interest in different occupations 	<p style="text-align: center;"><u>Past and Present</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - talk about life cycles in terms of past, present and future <p style="text-align: center;"><u>People, Culture and Communities</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - explore different occupations of people who work outdoors e.g. gardener, bee keeper 	<p style="text-align: center;"><u>Past and Present</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - explore change – particularly focussing on how they have grown and changed over the year e.g. what couldn't they do in September that they can do now? (past and present) 	<p style="text-align: center;"><u>Past and Present</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - recall and talk about things they have learned and enjoyed during the past year in Nursery <p style="text-align: center;"><u>People, Culture and Communities</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - explore different cultures and countries through stories that represent diversity

	<p><u>People, Culture and Communities</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - develop positive attitudes about the differences between people - compare and contrast themselves with others - developing an understanding that we are all unique <p><u>The Natural World</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - use all of their senses in hands on exploration of natural materials - begin to understand seasonal changes, with a focus on Autumn 	<p><u>People, Culture and Communities</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - know that there are different countries in the world and begin to talk about the differences they have experienced or seen in photos - be able to explore the things that are special to them and how they compare to things that have special meaning for their peers (this could be people, places, celebrations or objects) <p><u>The Natural World</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - explore how things work - explore collections of materials with similar or different properties - explore and talk about different forces they feel 	<p><u>The Natural World</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - talk about what they see - using an ever widening vocabulary - understand the key features of animal life cycles - explore the lives and habitats of different animals and develop an understanding of how they grow and how we can care for them - begin to understand seasonal changes, with a focus on Winter 	<p><u>The Natural World</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - plant seeds and grow plants - understand the key features of animal and plant life cycles - be able to discuss, compare and contrast the different living things in the garden - observe changes over time - closely observe, discuss and represent the different features of living things - make comparisons to their own experiences or prior knowledge (e.g. "I saw an orange butterfly in my garden") - discuss different natural environments where they may have seen different living things - begin to understand seasonal changes - with a focus on Spring 	<p><u>People, Culture and Communities</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - continue to explore differences in the world such as culture, religion, individual differences between people (demonstrating a positive attitude towards the differences) explore how to keep themselves healthy - including oral hygiene <p><u>The Natural World</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - talk about the differences between materials and changes they notice - compare and contrast healthy and unhealthy foods 	<p><u>The Natural World</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - begin to talk about what they see using a wide vocabulary - focusing on pictures from stories or things they observe around them and developing the simple sentence structure that will support emergent writing in reception e.g. "I can see a pig" - begin to understand seasonal changes - with a focus on Summer
<p>Expressive Arts & Design</p>	<p><u>Creating with Materials</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - begin to explore facial and body features through art and transient art experiences - explore a variety of art resources e.g. paints, glue, crayons, collage materials, pencils, pens etc. - explore seasonal changes through the use of natural materials (Autumn leaves etc) 	<p><u>Creating with Materials</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - explore different materials freely, beginning to develop their own ideas about what to make - choose their favourite resources, colours, materials etc. for the purposes of art - represent cultural experiences through art (e.g. focusing on colours, patterns etc.) - explore seasonal changes through the use 	<p><u>Creating with Materials</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - join different materials and explore different textures - listen with increased attention to sounds - use art to explore animal patterns and habitats - begin to draw or create simple representations of animals or their habitats - explore seasonal changes through the use of natural materials (things found in the winter) 	<p><u>Creating with Materials</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - create closed shapes with continuous lines and begin to represent objects - explore art through the use of natural materials e.g. painting with leaves or flowers - explore seasonal changes through the use of natural materials (Spring flowers etc.) 	<p><u>Creating with Materials</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - draw with increasing complexity and detail - explore colour and colour mixing - create simple observational drawings of different foods - explore seasonal changes through the use of natural materials (summer flowers etc.) 	<p><u>Creating with Materials</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - use drawing to represent ideas or movement - show different emotions in their drawings - explore storytelling through art e.g. talking tables, scribed writing - explore seasonal changes through the use of natural materials (summer flowers etc)

	<p><u>Being Imaginative and Expressive</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - take part in simple pretend play, using objects to pretend they are something else - remember and sing short songs about the body - sing the pitch of a tone sung by another person - sing the melodic shape of familiar songs - learn a collection of popular songs and nursery rhymes 	<p>of natural materials (Autumn leaves etc)</p> <p><u>Being Imaginative and Expressive</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - create dance moves to music - play instruments with increasing control to express their feelings and ideas - learn a collection of popular songs and nursery rhymes 	<p><u>Being Imaginative and Expressive</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - respond to what they have heard – expressing their thoughts and feelings - learn a collection of popular songs and nursery rhymes - build their understanding of how animals live through small world play 	<p><u>Being Imaginative and Expressive</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - begin to make imaginative and complex small worlds using blocks and loose parts - learn a collection of popular songs and nursery rhymes build their understanding of plant and insect life through small world play and exploration 	<p><u>Being Imaginative and Expressive</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - remember and sing songs with more than one verse - learn a collection of popular songs and nursery rhymes - explore the different ways that their bodies can move to music 	<p><u>Being Imaginative and Expressive</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - create their own songs or improvise a song they know - learn a collection of popular songs and nursery rhymes
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This medium term plan has been created to ensure that children have opportunities to develop all the skills necessary across the year to ensure a smooth transition into Reception. However, learning in EYFS is not linear, and children will have opportunities to explore, develop and apply the skills across all areas of learning throughout the year – through both planned (teacher led) and spontaneous (child led) experiences.