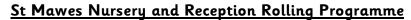


experiences.

freely and make connections.





162 30	academy trust								
	Autumn	Spring	Summer	Autumn	Spring	Summer			
KS1 theme	Who am I?	Dress to Impress	Circle of Life	Home and Away	The Big Build	All Aboard			
Main EYFS Theme	Nice to Meet You! October This is Clare Taylor The Bullon	Do You Remember When?	Ready Steady Grow	Big Adventures with Little Feet	How Big is Big? Concrete Concrete	I Wonder What's at the Seaside?			
Characteristics of effective teaching and learning (CoETL)	First-hand exporting light and term in light and term Chances to exp Rich, stimulating. Active Learning: Bee Stimulating, in Encourage chil Use photograp Creating and Think	Playing and exploring: Finding out and exploring, playing with what they know, being willing to 'have a go'. First-hand experiences of changes in seasons i.e. to feel drizzle, the snowflakes falling, the wind and experience natural changes in light and temperature etc. Chances to explore natural materials, a range of textures, smells, sounds etc. through hands on real experiences. Rich, stimulating and irresistible environments with open ended resources. Active Learning: Being involved and concentrating, keep on trying, enjoying achieving what they set out to do. Stimulating, inventive, imaginative, varied, open-ended resources which are freely available and related to the children's interests. Encourage children to work together and learn from each other to create a 'learning community'. Use photographs of previous learning readily available to discuss with children.							
	Use visual pror	npts for the routine so	that children are able to	o accurately predict and i	make connections with	previous			

Ensure there are rich opportunities for children to engage in imaginative play.

> Challenge children's thinking through providing new and inspiring resources and giving children opportunities to explore these

Possible Lines	Starting school	Birthdays, what we	Plants & flowers	Where do we live in	Buildings,	On the water /
of Enquiry	My new class	wore when we were	Ourselves,	the UK / world?	Space-A Starry	under the water,
(These mini-ideas	Welcome to our	babies,	What lives in our	Travel and transport,	Night(Van Gogh)	pirates, beach
within the themes	setting (rules,	Our World —Seasons	pond?	Animals including	Arts & Design focus:	safety, holidays,
may change or	routines, and	and weather	Life cycles,	minibeasts, and their	illustration	Where in the
be replaced	boundaries	Clothes for different	The great outdoors,	habitats,		world shall we go?
depending on	New Beginnings	seasons	-planting beans and	Comparing habitats		Send me a
child interest or	All About Me - What		other seeds,	in our local		postcard!
fascination)	am I good at?		Make a sculpture	environment		Marine life,
,	My family		linked with Andy			Seaside in the past
	Our homes/Our		Goldsworthy			Compare now and
	community		Reduce, Reuse &			then.
	PSED focus:		Recycle			Seaside art
	relationships /		Materials			
	feelings		Healthy Eating			
Enrichment	Autumn Trail – local	Spring walk - signs	Exploring food	Caterpillars to	Valentine's Day	Under the Sea
	area walk.	of spring	(healthy food	butterflies	National Storytelling	Singing songs and
	Cooking vegetable	Tadpoles	choices)	(Observation of	week	sea shanties
	soup / bread	Mother's Day	Regrowing vegetables	growth)	Winter / ice - walk	Pirate day
	Visit from key	World Book Day:	Drawing plants and	Building and	Winter weather	Map work: Find
	workers: nurse /	March	flowers	investigating a bug	changes, Studying	the Treasure
	police officer / vet /	Weather	Growing plants /	hotel	frost, snow, ice	Father's Day
	soldier.	experiments	flowers / food from	Forest school	Ice experiment: How	Ice-cream at the
	National Poetry Day:	Weather forecast	seed, bulb and plug	Where do we live?	can we make ice?	park
	October	videos.	plant including	Map of the United	How can we melt ice	End of year family
			sunflower	Kingdom	the quickest?	picnic
			competition	Creating Maps —	Space Art exhibition	Making a healthy
				World	Launching rockets,	lunch
_		- NA			Chinese New Year	5 1 7
Trips and Visit	Going on a Bear	Truro Museum —	Newquay Zoo visit -	Eden	Local visit	Beach Trip
	Hunt in Wildlife	Old Toys	minibeasts			Heligan
	Garden					

Language and Communication	Communication and Language is developed throughout the year through high quality interactions through daily group discussions, circle times, stories, singing and nursery rhymes. It is closely linked with our reading and phonics.							
Nursery Rhymes	1,2,3,4,5, Once I Caught a Fish Alive A Sailor Went to Sea	Hey, Diddle, Diddle Hickory, Dickory, Dock Humpty Dumpty	Jack and Jill Mary, Mary, Quite Contrary Miss Molly Had a	1,2,3,4,5, Once I Caught a Fish Alive A Sailor Went to Sea Baa, Baa, Black	Hey, Diddle, Diddle Hickory, Dickory, Dock Humpty Dumpty	Jack and Jill Mary, Mary, Quite Contrary Miss Molly Had a		
	Baa, Baa, Black Sheep Down at the Station Pat-a-cake Row, Row, Row Your Boat Twinkle, Twinkle Little Star	Incy Wincy Spider Ring-a-ring-a-roses The Grand Old Duke of York Wind the Bobbin Up	Dolly One, Two, Buckle My Shoe Round and Round the Garden The Wheels on the Bus	Sheep Down at the Station Pat-a-cake Row, Row, Row Your Boat Twinkle, Twinkle Little Star	Incy Wincy Spider Ring-a-ring-a-roses The Grand Old Duke of York Wind the Bobbin Up	Dolly One, Two, Buckle My Shoe Round and Round the Garden The Wheels on the Bus		
Reading / Phonics (3 and 4)	MINDNESS STRONG MENSTER COTHES Where Lenny?	AMAZING	through the photos of the phot	Where Lenny?	AMAZING	through night Car. Car. Truck Jeep GARDEN		

	Listening and	Rhythm and rhyme	I can engage in	Listening and	Rhythm and rhyme	I can engage in
	attending: tuning	5	extended	attending: tuning into	, , , , , , , , , , , , , , , , , , ,	extended
	into sounds and	I can sing a large	conversations about	sounds and auditory	I can sing a large	conversations
	auditory	repertoire of songs.	stories, learning new	discrimination.	repertoire of songs.	about stories,
	discrimination.		vocabulary.		, ,	learning new
		I can remember and	ř	I can listen with	I can remember and	vocabulary.
	I can listen with	sing entire songs.	I am developing my	increased attention to	sing entire songs.	
	increased attention		phonological	sounds.		I am developing
	to sounds.	I know many	awareness so that I		I know many	my phonological
		rhymes. I can talk	can: spot and	I enjoy listening to	rhymes. I can talk	awareness so that
	I enjoy listening to	about familiar books	suggest rhymes,	longer stories and can	about familiar books	I can:
	longer stories and	and I can tell a long	count or clap	remember much of	and I can tell a long	-spot and suggest
	can remember much	story.	syllables in a word,	what happens.	story.	rhymes
	of what happens.		recognise words with			-count or clap
		I can understand the	the same initial		I can understand the	syllables in a word
		5 key concepts	sound, such as		5 key concepts	-recognise words
		about print:	money and mother.		about print:	with the same
		-print has meaning			-print has meaning	initial sound, such
		-print can have			-print can have	as money and
		different purposes			different purposes	mother.
		-we read English			-we read English text	
		text from left to			from left to right	
		right and top to			and top to bottom	
		bottom			-the names of the	
		-the names of the			different parts of a	
		different parts of a			book	
		book			-page sequencing.	
D	D 1: T	-page sequencing.	D 1: T	D 11 T . (1	D 11 T	D 11 T
Reception	Reading Texts	Reading Texts	Reading Texts	Reading Texts (and	Reading Texts	Reading Texts
Reading/	(and Writing	(and Writing	(and Writing	Writing Stimulus):	(and Writing	(and Writing
Phonics	Stimulus):	Stimulus):	Stimulus):	After the Storm	Stimulus):	Stimulus):
				The Leaf Thief		

The Colou	Monster The Sm	artest Giant	The Little Red Hen	Leaf Man	Big Bear, Little Bear	Sharing a Shell
Elm	er ir	Town	Jack and the	Hello, Autumn	A Dinosaur Called	The Lighthouse
Only O	re You Ram	a and Sita	Beanstalk	Handa's Surprise	Tiny	Keeper's Lunch
Hair	_ove The Em	iperor's New	The Very Hungry	You Can't Take an	Big Beat, Little	The Snail and the
Super Du	per You (Clothes	Caterpillar	Elephant on a Bus	Brother	Whale
What Mal	es Me A Ali	ens Love	Lola	One Day in our Blue	The Boy Who Built	Billy's Bucket
Me	? Un	derpants	Plants a Garden	Planet in the	the Boat	Lucy and Tom at
Giraffe is	Left Out Ro	sie's Hat	Ten Seeds	Savannah	The Little Storm	the Seaside
Little Red	l Riding Does o	Bear Wear	Supertato	Lost and Found	Cloud	The Pirates Next
Ho	od E	Boots?	The Runaway Pea	Room on the Broom	Giant Tess	Door
Bonfire	J	nal Pants	The Extraordinary		The Gruffalo	A First Book of
celebro	ıtions [Dogger	Gardener	I can show a	Dinosaur Bones	the Sea
The No	3	3	Non-fiction books on	preference for a book,	Stomp Dinosaur	There's a Beach in
	M	luseum	Lifecycles	song or rhyme.	Stomp	my Pants
					How Many Mice	Changing Tides
I can s				I can talk about	Make an Elephant?	
preferen				events and characters		I use words that I
book, s	3		I use words that I	in a story read to me.		know to check my
rhyr		an fill in	know to check my			reading makes
		9	reading makes sense.	I can join in with	I can fill in	sense.
I can tal	,	well-known		rhymes and stories.	missing words	
events		nymes.	I can show interest		from well-known	I can show
characters	5		and answer simple		rhymes.	interest and
read t		say rhymes	questions about the			answer simple
_	9	eart I can	text		I can say rhymes	questions about
I can joir		imes notice			by heart I can	the text
rhymes an	d stories.	errors.	I can demonstrate		sometimes notice	_
	_		understanding of		errors.	I can demonstrate
		in repeat	what has been read			understanding of
		or phrases	to me by retelling		I can repeat	what has been
		J	stories and narratives		words or phrases	read to me by
	re	eading.	using my own words		to check my	retelling stories

			and recently		reading.	and narratives
		I am beginning to	introduced		J	using my own
		notice if my	vocabulary (ELG)		I am beginning to	words and
		reading makes	J		notice if my reading	recently
		sense and looks	I can use and		makes sense and	introduced
		right.	understand recently		looks right.	vocabulary
		J	introduced		J	J
			vocabulary during			I can use and
			discussions about			understand
			stories, non-fiction,			recently
			rhymes and poems			introduced
			and			vocabulary during
			during role-play			discussions about
			(ELG)			stories, non-fiction,
						rhymes and poems
						and
						during role-play
Writing	I can use large-	I can use one-	I can draw with	I can use large-muscle	I can use a	I can draw with
(3 and 4)	muscle movements	handed tools and	increasing complexity	movements to wave	comfortable grip	increasing
	to wave flags and	equipment, for	and detail, such as	flags and streamers,	with good control	complexity and
	streamers, paint and	example, making	representing a face	paint and make	when holding pens	detail, such as
	make marks.	snips in paper with	with a circle and	marks.	and pencils.	representing a
		scissors.	including details.			face with a circle
	I can use a			I can use a	I am beginning to	and including
	comfortable grip	I am beginning to	I can write some	comfortable grip with	show a preference	details.
	with good control	show a preference	letters accurately	good control when	for a dominant	
	when holding pens	for a dominant		holding pens and	hand.	I can write some
	and pencils.	hand.	I can use some of my	pencils.		letters accurately
			print and letter			_
	_		knowledge in my	_		I can use some of
	I can write some or		early writing. For	I can write some or		my print and
	all of my name.		example:	all of my name.		letter knowledge

			I can write a pretend shopping list that starts at the top of the page.			in my early writing. For example: I can write a pretend shopping list that starts at the top of the page.
Reception	Dominant hand,	Name writing,	Creating own story	Dominant hand,	Name writing,	Creating own
Writing	tripod grip, mark making, giving	labelling Retelling stories,	maps, writing captions and labels,	tripod grip, mark making, giving	labelling Retelling stories,	story maps, writing captions
	meaning to marks	Letter writing	Writing simple	meaning to marks	Letter writing	and labels
	and labelling.	Recounts	sentences.	and labelling.	Recounts	Writing simple
	Christmas Lists	Writing tricky words	Writing short	Name writing	Writing tricky words	sentences.
	Letters to Santa	such as I, me, my,	sentences to	Shopping lists	such as I, me, my,	Writing short
	Name writing	like, to, the.	accompany story	Writing initial sounds	like, to, the.	sentences to
	Shopping lists	Writing CVC words,	maps.	and simple captions.	Writing CVC words,	accompany story
	Writing initial	Labels using CVC,	Labels and captions	Use initial sounds to	Labels using CVC,	maps.
	sounds and simple	CVCC, CCVC	— life cycles	label characters and	CVCC, CCVC	Labels and
	captions.	words.	Character	images.	words.	captions — sea
	Use initial sounds to		descriptions	Names labels.		creatures
	label characters and			Writing for a purpose		Character
	images. Names labels.			in role play		descriptions
	Writing for a					
	purpose in role play					
Maths	I am developing fast	I know that the last	I can experiment with	I am developing fast	I know that the last	I can experiment
(3 and 4)	recognition of up to	number reached	my own symbols and	recognition of up to 3	number reached	with my own
	3 objects, without	when counting a	marks as well as	objects, without	when counting a	symbols and
	having to count	small set of objects	numerals.	having to count them	small set of objects	marks as well as
		tells you how many			tells you how many	numerals.

them	individually	there are in total	I can solve real world	individually	there are in total	
('su	ıbitising').	('cardinal principle').	mathematical	('subitising').	('cardinal principle').	I can solve real
			problems with			world
I can	show 'finger	I can link numerals	numbers up to 5.	I can show 'finger	I can link numerals	mathematical
numb	ers' up to 5.	and amounts: for		numbers' up to 5.	and amounts: for	problems with
		example, I can show	I can talk about and		example, I can show	numbers up to 5.
I can to	alk about and	the right number of	explore 2D and 3D	I can talk about and	the right number of	
	j the patterns	objects to match the	shapes (for example,	identify the patterns	objects to match the	I can talk about
arou	nd me. For	numeral, up to 5.	circles, rectangles,	around me. For	numeral, up to 5.	and explore 2D
·	le, stripes on		triangles and	example, stripes on		and 3D shapes
	s, designs on	I can understand	cuboids) using	clothes, designs on	I can understand	(for example,
rugs ar	nd wallpaper.	position through	informal and	rugs and wallpaper.	position through	circles, rectangles,
		words alone – for	mathematical		words alone — for	triangles and
	use informal	example, "The bag is	language: 'sides',	I can use informal	example, "The bag is	cuboids) using
•	guage like	under the table," -	'corners', 'straight',	language like 'pointy',	under the table," -	informal and
·	ty', 'spotty',	with no pointing.	'flat', 'round'.	'spotty', 'blobs', etc.	with no pointing.	mathematical
	obs', etc.	I can describe a		I can make	I can describe a	language: 'sides',
	an make	familiar route.	I can extend and	comparisons between	familiar route.	'corners', 'straight',
	nparisons		create ABAB	objects relating to		'flat', 'round'.
	een objects	I can discuss routes	patterns – stick, leaf,	size, length, weight	I can discuss routes	
	ing to size,	and locations, using	stick, leaf.	and capacity.	and locations, using	
3	, weight and	words like 'in front	_		words like 'in front	I can extend and
CO	apacity.	of' and 'behind'.	I can notice and	I can select shapes	of' and 'behind'.	create ABAB
_		T	correct an error in a	appropriately: flat	T	patterns — stick,
	select shapes	I can compare	repeating pattern.	surfaces for building,	I can compare	leaf, stick, leaf.
	priately: flat	quantities using	T 1	a triangular prism for	quantities using	
3	s for building,	language: 'more	I am beginning to	a roof, etc.	language: 'more	I can notice and
	ngular prism	than', 'fewer than'	describe a sequence	T 1: 1	than', 'fewer than'	correct an error in
for o	a roof, etc.	To a service of	of events, real or	I can combine shapes	T	a repeating
т		I can recite numbers	fictional, using words	to make new ones —	I can recite numbers	pattern.
	n combine	past 5	such as 'first', 'then'	an arch, a bigger	past 5	
snapes	to make new			triangle, etc.		

	ones — an arch, a	I can say one			I can say one	I am beginning to
	bigger triangle, etc.	number for each			number for each	describe a
		item in order:			item in order:	sequence of
		1,2,3,4,5.			1,2,3,4,5.	events, real or
						fictional, using
						words such as
						'first', 'then'
ReceptionMaths	Count Objects,	Count Objects,	Count Objects,	Count Objects,	Count Objects,	Count Objects,
	Actions and	Actions and	Actions and	Actions and	Actions and	Actions and
	Sounds—Counting	Sounds—Counting	Sounds—Counting	Sounds—Counting	Sounds—Counting	Sounds—Counting
	songs and rhymes,	songs and rhymes,	songs and rhymes,	songs and rhymes,	songs and rhymes,	songs and rhymes,
	count objects of	count objects of	count objects of	count objects of	count objects of	count objects of
	different	different	different	different	different	different
	arrangements (some	arrangements (some	arrangements (some	arrangements (some	arrangements (some	arrangements
	that cannot be	that cannot be	that cannot be	that cannot be moved	that cannot be	(some that cannot
	moved or seen)	moved or seen)	moved or seen)	or seen)	moved or seen)	be moved or seen)
	Subitise (Explore the	Subitise (Explore the	Subitise (Explore the	Subitise (Explore the	Subitise (Explore the	Subitise (Explore
	composition of	composition of	composition of	composition of	composition of	the composition of
	numbers to 10)—0-	numbers to 10)—0-	numbers to 10)—0-5	numbers to 10)—0-3	numbers to 10)—0-5	numbers to 10)—
	3 building to 0-5	5 and then linked to	and then linked to	building to 0-5	and then linked to	0-5 and then
	Link Number Symbol	addition	addition	Link Number Symbol	addition	linked to addition
	(Numeral) with	Link Number	Link Number Symbol	(Numeral) with	Link Number Symbol	Link Number
	Cardinal Number	Symbol (Numeral)	(Numeral) with	Cardinal Number	(Numeral) with	Symbol (Numeral)
	Value—Linked to	with Cardinal	Cardinal Number	Value—Linked to	Cardinal Number	with Cardinal
	subitise.	Number Value—	Value—Linked to	subitise.	Value—Linked to	Number Value—
	Ordering and	Linked to subitise.	subitise.	Ordering and	subitise.	Linked to subitise.
	counting numbers	Ordering and	Ordering and	counting numbers	Ordering and	Ordering and
	Count Beyond 10—	counting numbers	counting numbers	Count Beyond 10—	counting numbers	counting numbers
	Count up 20 and	Count Beyond 10—	Count Beyond 10—	Count up 20 and	Count Beyond 10—	Count Beyond
	back from 10.	Count up 20 and	Count up 30 and	back from 10.	Count up 20 and	10—Count up 30
	Compare Numbers—	back from 10.	back from 20.	Compare Numbers—	back from 10.	and back from 20.
	Collections of objects		Compare Numbers—	Collections of objects		

to count (differing sizes) Use vocabulary: more than, less than Understand 1 More/1 Less— One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10—sustained focus on number to 5 (working wall display) Continue, Copy and Create Repeated Patterns— AB Shape - Name 2D shapes and their properties.

Compare Numbers— Collections of objects to count (differing sizes) Use vocabulary: more than, less than, fewer, the same as, greater, equal to Understand 1 More/1 Less— One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10—sustained focus on number to 10 (working wall display) Compare Length Weight and Capacity Continue, Copy and Create Repeated Patterns—ABB Shape - Name 2D shapes and their properties.

Distribute items evenly (sharing) Odds, evens and doubles. Use vocabulary: more than, less than, fewer, the same as, greater, equal to, Understand 1 More/1 Less— One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10— sustained focus on number to 15 (working wall display) different conceptual variation (e.g. tens frames, PPW, numicon etc) Compare Length Weight and Capacity Continue, Copy and Create Repeated Patterns—ABBC Shape - Compose and decompose shapes so that children recognise a

shape can other

to count (differing sizes) Use vocabulary: more than, less than Understand 1 More/1 Less— One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10—sustained focus on number to 5 (working wall display) Continue, Copy and Create Repeated Patterns—AB Shape -Name 2D shapes and their properties.

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			shapes within it (just as numbers can) Explore how shapes can be combined to make new shapes, e.g. 2 triangles make a square. Notice 2D shapes in 3D Shapes.			Repeated Patterns—ABBC Shape — Compose and decompose shapes so that children recognise a shape can other shapes within it (just as numbers can) Explore how shapes can be combined to make new shapes, e.g. 2 triangles make a square. Notice 2D shapes in 3D Shapes.
PSED Nursery	Jigsaw: Being Me	Jigsaw: Dreams	Jigsaw:	Jigsaw: Being Me	Jigsaw: Dreams	Jigsaw:
(Jigsaw)	in My	and	Relationships/	in My	and	Relationships/
	World/Celebrating	Goals/Healthy Me	Changing Me	World/Celebrating	Goals/Healthy Me	Changing Me
	Difference	What am I good at?	Everybody's Body	Difference	What am I good at?	Everybody's Body
	Who Me?!	I'm Special, I'm Me!	We like to move it,	Who Me?!	I'm Special, I'm Me!	We like to move
	How am I Feeling	Families	move it!	How am I Feeling	Families	it, move it!
	Today?	Houses and Homes	Food Glorious Food	Today?	Houses and Homes	Food Glorious
	Being at Nursery	Making Friends	Sweet Dreams	Being at Nursery	Making Friends	Food
	Gentle Hands	Standing Up For	Keeping Clean	Gentle Hands	Standing Up For	Sweet Dreams
	Our Rights Our Responsibilities	Yourself Oral Hygiene: teeth	Stranger Danger Transition into	Our Rights Our Responsibilities	Yourself Oral Hygiene: teeth	Keeping Clean Stranger Danger
	Class Rules:	cleaning linked to	Reception and School	Class Rules:	cleaning linked to	Stratiger Dariger
	Behavioural	clearling linked to	Readiness	Behavioural	cleaning inked to	

	expectations in the	visit from Brighter		expectations in the	visit from Brighter	Transition into
	classroom	Smiles		classroom	Smiles	Reception and
						School Readiness
PSED	Jigsaw: Being Me	Jigsaw: Dreams	Jigsaw:	Jigsaw: Being Me	Jigsaw: Dreams	Jigsaw:
Reception	in My	and	Relationships/	in My	and	Relationships/
(Jigsaw)	World/Celebrating	Goals/Healthy Me	Changing Me	World/Celebrating	Goals/Healthy Me	Changing Me
	Difference	What I am good at?	We like to move it,	Difference	What I am good at?	We like to move
	Whome?	I'm special, I'm me!	move it!	Whome?	I'm special, I'm me!	it, move it!
	How am I feeling	Families Houses and	Food Glorious	How am I feeling	Families Houses and	Food Glorious
	today?	Homes	Food	today?	Homes	Food
	Being at School	Making Friends	Sweet Dreams	Being at School	Making Friends	Sweet Dreams
	Gentle Hands Our	Standing Up for	Keeping Clean	Gentle Hands Our	Standing Up for	Keeping Clean
	Rights	Yourself	Stranger Danger	Rights	Yourself	Stranger Danger
	Our Responsibilities	I know what it	Healthy eating:	Our Responsibilities	I know what it	Healthy eating:
	Class rules:	means to be	Year 1 readiness	Class rules:	means to be	Transition into
	Behavioural	respectful and to be		Behavioural	respectful and to be	Year 1
	expectations in the	treated with respect		expectations in the	treated with respect	Year 1 readiness
	class/boundaries set	Independence:		class/boundaries set	Independence:	
	Class rules	putting own socks		Class rules	putting own socks	
		and shoes on			and shoes on	
PD Nursery	Choo Choo	Pop the Bubbles	Hide and Seek	Choo Choo	Pop the Bubbles	Hide and Seek
	Wiggle, Weave and			Wiggle, Weave and	Walking, running,	Walking, running,
	Watch	Walking, running,	Walking, running,	Watch	jumping, climbing,	jumping, climbing,
	Walking, running,	jumping, climbing,	jumping, climbing,	Walking, running,	balancing, kicking,	balancing, kicking,
	jumping, climbing,	balancing, kicking,	balancing, kicking,	jumping, climbing,	catching, threading,	catching,
	balancing, kicking,	catching, threading,	catching, threading,	balancing, kicking,	cutting, weaving,	threading, cutting,
	catching, threading,	cutting, weaving,	cutting, weaving,	catching, threading,	playdough,	weaving,
	cutting, weaving,	playdough,	playdough,	cutting, weaving,	manipulating objects,	playdough,
	playdough,	manipulating	manipulating objects,	playdough,	using gross and fine	manipulating
	manipulating	objects, using gross	using gross and fine	manipulating objects,	motor	objects, using
		and fine motor	motor		Pencil grip	

	objects, using gross	Pencil grip	Pencil grip	using gross and fine	Dressing /	gross and fine
	and fine motor	Dressing /	Dressing / undressing	motor	undressing	motor
	Pencil grip	undressing	independently	Pencil grip	independently	Pencil grip
	Dressing /	independently		Dressing / undressing	·	Dressing /
	undressing	·		independently		undressing
	independently			·		independently
ReceptionPD-	Threading,	Threading,	Threading,	Threading,	Threading,	Threading,
Get Set 4 P.E	cutting,	cutting,	cutting, weaving,	cutting, weaving,	cutting,	cutting,
	weaving,	weaving,	playdough	playdough	weaving,	weaving,
	playdough	playdough	Fine Motor	Fine Motor	playdough	playdough
	Fine Motor	Fine Motor	activities.	activities.	Fine Motor	Fine Motor
	activities.	activities.	Form letters	Manipulate	activities.	activities.
	Manipulate	Manipulate	correctly	objects with good	Manipulate	Form letters
	objects with	objects with	Cut a shape out	fine motor skills	objects with	correctly
	good fine motor	good fine motor	using scissors	Draw lines and	good fine motor	Cut a shape
	skills	skills	Begin to	circlesusing gross	skills	out using
	Draw lines and	Develop muscle	draw	motor movements	Develop muscle	scissors
	circlesusing gross	toneto put	Cut along a	Hold pencil/paint	toneto put	Begin to
	motor	pencil pressure	straight line with	brush beyond	pencil pressure	draw
	movements	on paper	scissors	wholehand	on paper	Cut along a
	Hold	Use tools to	Hold pencil	grasp	Use tools to	straight line
	pencil/paint	effect changes	effectively with	Pencil Grip	effect changes	with scissors
	brush beyond	to materials	comfortable grip	Use one hand	to materials	Hold pencil
	wholehand	Show	Use one hand	consistently for	Show	effectively
	grasp	preference for	consistently for	finemotor tasks	preference for	with
	Pencil Grip	dominant hand	fine motor tasks		dominant hand	comfortable
	Use one hand	Draw lines and	Use one hand		Draw lines and	grip
	consistently for	circles using	consistently for		circles using	Use one hand
	finemotor tasks	gross motor	finemotor tasks		gross motor	consistently
		movements			movements	for fine motor
		Develop pencil			Develop pencil	tasks
		grip and letter			grip and letter	

		formation			formation	
		continually			continually	
Expressive Arts	I can explore colour	I am beginning to	I can create closed	I can explore colour	I am beginning to	I can create closed
and Design	and colour mixing.	develop complex	shapes with	and colour mixing.	develop complex	shapes with
(3 and 4)	I can take part in	stories using small	continuous lines, and	I can take part in	stories using small	continuous lines,
	simple pretend play,	world equipment like	begin to use these	simple pretend play,	world equipment like	and begin to use
	using an object to	animal sets, dolls	shapes to represent	using an object to	animal sets, dolls	these shapes to
	represent something	and dolls houses,etc.	objects.	represent something	and dolls houses,etc.	represent objects.
	else even though	I can make	I can draw with	else even though they	I can make	I can draw with
	they are not similar.	imaginative and	increasing complexity	are not similar.	imaginative and	increasing
	I can explore	complex 'small	and detail, such as	I can explore different	complex 'small	complexity
	different materials	worlds' with blocks	representing a face	materials freely, to	worlds' with blocks	and detail, such as
	freely, to develop my	and construction	with a circle and	develop my ideas	and construction	representing a
	ideas about how to	kits, such as a city	including details.	about how to use	kits, such as a city	face
	use them and what	with different	I can use drawing to	them and what to	with different	with a circle and
	to make.	buildings and a	represent ideas like	make.	buildings and a park.	including details.
	I can respond to	park.	movement or loud	I can respond to	I am developing my	I can use drawing
	what I have heard,	I am developing my	noises.	what I have heard,	own ideas and	to
	expressing my	own ideas and	I can show different	expressing my	deciding which	represent ideas
	thoughts and	deciding which	emotions in my	thoughts and feelings.	materials to use to	like
	feelings.	materials to use to	drawings and	I can listen with	express them.	movement or loud
	I can listen with	express them.	paintings, like	increased	I can join different	noises.
	increased	I can join different	happiness, sadness,	attention to sounds.	materials and	I can show
	attention to sounds.	materials and	fear, etc.	_	explore different	different
		explore different	I can remember and	Dancing to music	textures.	emotions in my
	Creating self-	textures.	sing entire songs.	from different	I can play	drawings and
	portraits	I can play	I can sing the pitch	cultures	instruments with	paintings, like
	Creating collages	instruments with .	of a tone sung by	Drawing maps	increasing control to	happiness,
	Making All about	increasing control to	another person	Painting still-life	express my feelings	sadness,
	Me boxes	express my feelings	('pitch match').	sunflowers	and ideas.	fear, etc.
	Make masks	and ideas.		Planting seeds		

Exploring musical Instruments Exploring paint to make firework pictures Making Diva lamps Singing Christmas songs Nativity / Christmas Performance Making Christmas pictures /cards / decorations	Exploring the weather Printing patterns on fabrics Designing clothes for dolls Mother's Day crafts Easter crafts	I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. I can create my own songs or improvise song around one I know. Listening to music as a stimulus for art. Create a jungle display Sing animal songs and rhymes Using puppets to act out stories,	Exploring plants and flowers Exploring paint to make firework pictures Making Diva lamps Singing Christmas songs	Junk model houses and vehicles Large scale role play outside Build bug hotels Easter crafts Mother's Day crafts	I can remember and sing entire songs. I can sing the pitch of a tone sung by another person ('pitch match'). I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. I can create my own songs or improvise song around one I know. Create an under the sea display Sand painting Exploring patterns on shells and pebbles Junk-modelling

Reception Expressive Arts and Design

Join in with songs Beginning to mix colours Build stories around toys (small world) use available props to support role play Build models using construction equipment. Junk modelling, take picture of children's creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhuthms. Play pitch matching games, humming or singing To draw a selfportrait (enclosing lines): draw definite features Feelings: taking photos of children acting out emotions Self portraits

Invent, design and create a new toy Listen to music and make their own dances in response. Watch performances ballet, musical, orchestra The use of story maps, props, puppets & story bags to retell, invent and adapt stories. Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of alue Making lanterns, Chinese writing, puppet making, Chinese music and composition Easter crafts printing, patterns on Easter eggs Design clothes for dolls

Produce a piece of artwork using an artists style as a stimulus can explore how colour can be changed I can talk about a famous artist. I can recognise, create and describe pattern. I can combine media to make a collage Provide children with a range of materials for children to construct with Create collaboratively: making 3d ladybird shells: papier mâché: working in pairs Artwork themed observation drawings of plants, flowers, fruit and veq. Growing plants and exploring seeds. Printing with fruit and vegetables. Flower tile- clay

Join in with songs Beginning to mix colours Build stories around tous (small world) use available props to support role play Build models using construction equipment. Junk modelling, take picture of children's creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhythms. Play pitch matching games, humming or singing To draw a selfportrait (enclosing lines): draw definite features Feelings: taking photos of children acting out emotions. Use different textures and materials to

Junk modelling, houses, bridges boats and transport. Make different textures; make patterns using different colours Children explore ways to protect the growing of plants by designing scarecrows. Mother's Day crafts Making fruit kebabs Encourage children to create their own music. Chinese writing, puppet making, Chinese music and composition Easter crafts printing, patterns on Easter eggs

Building rockets choosing 3D recycling shapes / different methods of attachment. Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing underwater pictures. Father's Day Crafts Making boat models from recycled materials: link to keeping our sea clean Using clay to make a coil snail (link to the snail and the whale) Drama conventions through literacy

Use different	Explore patterns and	Rubbings of leaves	make firework	
textures and	textures of fabrics	/plants	pictures	
materials to make		Andy Goldsworthy	Role Play of The	
firework pictures		natural art	Nativity	
Role Play of The		Drama conventions	Music: Christmas	
Nativity		through literacy	Songs	
Music: Christmas			Christmas	
Songs			decorations,	
Christmas			Christmas cards,	
decorations,			Divas,	
Christmas cards,			Christmas songs	
Divas,			/poems	
Christmas songs			Build transport using	
/poems			large scale	
			construction for role	
			playing travel.	