

## St Mawes Nursery and Reception Rolling Programme



~	_	-	_	-	_	academy trust		
	Autumn	Spring	Summer	Autumn	Spring	Summer		
KS1 theme	Who am I?	Dress to	Circle of Life	Home and Away	The Big Build	All Aboard		
		Impress			-			
Main EYFS	Nice to Meet You!	Do You	Ready Steady	<b>Big Adventures with</b>	How Big is Big?	I Wonder What's		
Theme	George Webster	Remember	Grow	Little Feet		at the Seaside?		
	* <b>ME</b> !	When?						
		C C C	👷 🌻		Bricks Cement Concrete			
			2 4 4 4		Sand Reinforcement Glass			
	Claire Taylor		****					
		6430			Plastic Wood Tiles			
Characteristics	Playing and exploring: Finding out and exploring, playing with what they know, being willing to 'have a go'.							
of effective	> First-hand experiences of changes in seasons i.e. to feel drizzle, the snowflakes falling, the wind and experience natural changes							
teaching and	in light and ter	•						
learning				s, smells, sounds etc. throu	igh hands on real exper	iences.		
(CoETL)		<b>.</b>	vironments with open					
		5	5 1	rying, enjoying achieving v	5			
	3	5		esources which are freely d		the children's interests.		
	5	5	<u> </u>	h other to create a 'learnir a discuss with shildren	ig community'.			
	1 3 1	5 1	5 5	o discuss with children.	is to do this co			
				<i>naking links, choosing way</i> ble to accurately predict a		ith pravious		
	experiences.	ilpts for the routline		ble to accurately predict a				
		Iren's thinking throug	ah providing new and	l inspiring resources and gi	ving children opportuni	ties to explore these		
	freely and mak		git providing new and	i inspiring resources and gi	wing children opportuni	lies to explore these		
	3 3		for children to engage	e in imaginative play.				
		e nen opportunites	joi cilluren to engug	e in inaginative play.				

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

Trips and Visit	Going on a Bear Hunt in Wildlife	Truro Museum – Old Toys	Newquay Zoo visit - minibeasts	Eden	Local visit	Beach Trip Heligan
	Garden					
Language and	Communication and L			r through high quality into		•
Communication		times, stories, singir	ng and nursery rhyme	s. It is closely linked with	our reading and phonic	S.
Nursery	1,2,3,4,5, Once I	Hey, Diddle,	Jack and Jill	1,2,3,4,5, Once I	Hey, Diddle, Diddle	Jack and Jill
Rhymes	Caught a Fish Alive	Diddle	Mary, Mary, Quite	Caught a Fish Alive	Hickory, Dickory,	Mary, Mary, Quite
-	A Sailor Went to	Hickory, Dickory,	Contrary	A Sailor Went to Sea	Dock	Contrary
	Sea	Dock	Miss Molly Had a	Baa, Baa, Black Sheep	Humpty Dumpty	Miss Molly Had a
	Baa, Baa, Black	Humpty Dumpty	Dolly	Down at the Station	Incy Wincy Spider	Dolly
	Sheep	Incy Wincy	One, Two, Buckle	Pat-a-cake	Ring-a-ring-a-roses	One, Two, Buckle My
	Down at the Station	Spider	My Shoe	Row, Row, Row Your	The Grand Old Duke	Shoe
	Pat-a-cake	Ring-a-ring-a-	Round and Round	Boat	of York	Round and Round the
	Row, Row, Row	roses	the Garden	Twinkle, Twinkle Little	Wind the Bobbin Up	Garden
	Your Boat	The Grand Old	The Wheels on the	Star		The Wheels on the
	Twinkle, Twinkle	Duke of York	Bus			Bus
	Little Star	Wind the Bobbin				
		Up				
Reading / Phonics (3 and 4)		John Biominghav Would You Rathon.	through hight ight ight ight ight ight ight i		Jeta Burningkan Would You Rather.	through night nigh



Listening and attending: tuning into sounds and auditory discrimination.

I can listen with increased attention to sounds.

I enjoy listening to longer stories and can remember much of what happens.



Rhythm and rhyme

I can sing a large repertoire of songs.

I can remember and sing entire songs.

I know many rhymes. I can talk about familiar books and I can tell a long story.

I can understand the 5 key concepts about

> print: -print has

meaning -print can have

different purposes



I can engage in extended conversations about stories, learning new vocabulary.

I am developing my phonological awareness so that I can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.



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		-we read English			-page sequencing.	
		text from left to				
		right and top to				
		bottom				
		-the names of the				
		different parts of				
		a book				
		-page sequencing.				
Reception	Reading Texts	Reading Texts	Reading Texts	Reading Texts (and	Reading Texts	Reading Texts (and
Reading/	(and Writing	(and Writing	(and Writing	Writing Stimulus):	(and Writing	Writing Stimulus):
Phonics	Stimulus):	Stimulus):	Stimulus):	Handa's Surprise	Stimulus):	Sharing a Shell
	The Colour Monster	The Smartest	The Little Red Hen	What the Ladybird	The Gruffalo	The Lighthouse
	Elmer	Giant in Town	Jack and the	Heard	Dinosaur Bones	Keeper's Lunch
	Only One You	Storm Little	Beanstalk	Rumble in the jungle	Stomp Dinosaur	The Snail and the
	Hair Love	Cloud	The Very Hungry	You Can't Take an	Stomp	Whale
	Super Duper You	Rama and Sita	Caterpillar	Elephant on a Bus One	How to Catch a Star	Billy's Bucket
	What Makes Me A	The Emperor's	Lola	Day in our Blue	Hairy McLary	Lucy and Tom at the
	Me?	New Clothes	Plants a Garden	Planet in the	How Many Mice	Seaside
	Giraffe is Left Out	Aliens Love	Ten Seeds	Savannah	Make an Elephant?	The Pirates Next Door
	Little Red Riding	Underpants	Supertato	Lost and Found	There's a T-Rex in	A First Book of the
	Hood	Rosie's Hat	The Runaway Pea	Room on the Broom	Town	Sea
	Bonfire night	Does a Bear	The Extraordinary	Mr Gumpy's Outing	Amy Gets Eaten	There's a Beach in my
	celebrations	Wear Boots?	Gardener	Naughty Bus	The Tale of the	Pants
	The Nativity	Animal Pants	Non-fiction books		Three Trees	Changing Tides
			on Lifecycles			
						I use words that I
	I can show a			<b>_</b>		know to check my
	preference for a			I can show a	I can fill in	reading makes sense.
	book, song or	I can fill in	I use words that I	preference for a book,	missing words	
	rhyme.	missing words	know to check my	song or rhyme.	from well-known	I can show interest
		from well-			rhymes.	and answer simple

	I can talk about	known	reading makes	I can talk about events		questions about the
	events and	rhymes.	sense.	and characters in a	I can say rhymes	text
	characters in a story	5		story read to me.	by heart I can	
	read to me.	I can say	I can show interest	5	sometimes notice	I can demonstrate
		rhymes by	and answer simple	I can join in with	errors.	understanding of
	I can join in with	heart I can	questions about	rhymes and stories.		what has been read to
	rhymes and stories.	sometimes	the text		I can repeat	me by retelling stories
		notice errors.			words or phrases	and narratives using
			I can demonstrate		to check my	my own words and
		I can repeat	understanding of		reading.	recently introduced
		words or	what has been			vocabulary
		phrases to	read to me by		I am beginning to	
		check my	retelling stories		notice if my reading	I can use and
		reading.	and narratives		makes sense and	understand recently
			using my own		looks right.	introduced vocabulary
		I am beginning	words and recently			during discussions
		to notice if my	introduced			about stories, non-
		reading makes	vocabulary (ELG)			fiction, rhymes and
		sense and looks				poems and
		right.	I can use and			during role-play
			understand			
			recently introduced			
			vocabulary during			
			discussions about			
			stories, non-fiction,			
			rhymes and poems			
			and			
			during role-play			
			(ELG)			
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	movements to wave	comfortable grip	increasing complexity

	to wave flags and	equipment, for	complexity and	flags and streamers,	with good control	and detail, such as
	streamers, paint and	example, making	detail, such as	paint and make marks.	when holding pens	representing a face
	make marks.	snips in paper	representing a face	•	and pencils.	with a circle and
		with scissors.	with a circle and	I can use a comfortable	·	including details.
	I can use a		including details.	grip with good control	I am beginning to	ÿ
	comfortable grip	I am beginning to	Ĵ	when holding pens and	show a preference	I can write some
	with good control	show a	I can write some	pencils.	for a dominant	letters accurately
	when holding pens	preference for a	letters accurately	·	hand.	-
	and pencils.	dominant hand.				I can use some of my
			I can use some of	I can write some or all		print and letter
			my print and letter	of my name.		knowledge in my early
	I can write some or		knowledge in my			writing. For example:
	all of my name.		early writing. For			
			example:			I can write a pretend
						shopping list that
			I can write a			starts at the top of
			pretend shopping			the page.
			list that starts at			
			the top of the			
			page.			
Reception	Dominant hand,	Name writing,	Creating own	Dominant hand, tripod	Name writing,	Creating own story
Writing	tripod grip, mark	labelling	story maps,	grip, mark making,	labelling	maps, writing captions
	making, giving	Retelling stories,	writing captions	giving meaning to	Retelling stories,	and labels
	meaning to marks	Letter writing	and labels, Writing	marks and labelling.	Letter writing	Writing simple
	and labelling.	Recounts	simple sentences.	Name writing Shopping	Recounts	sentences.
	Christmas Lists	Writing tricky	Writing short	lists	Writing tricky words	Writing short
	Letters to Santa	words such as I,	sentences to	Writing initial sounds	such as I, me, my,	sentences to
	Name writing	me, my, like, to,	accompany story	and simple captions.	like, to, the.	accompany story
	Shopping lists	the.	maps.	Use initial sounds to	Writing CVC words,	maps.
	Writing initial	Writing CVC	Labels and	label characters and	Labels using CVC,	Labels and captions –
	sounds and simple	words,	captions — life	images.	CVCC, CCVC	sea creatures
	captions.		cycles	Names labels.	words.	Character descriptions

	Use initial sounds to	Labels using	Character	Writing for a purpose		
	label characters and	CVC, CVCČ,	descriptions	in role play		
	images.	CCVC				
	Names labels.	words.				
	Writing for a					
	purpose in role play					
Maths	I am developing fast	I know that the	I can experiment	I am developing fast	I know that the last	I can experiment with
(3 and 4)	recognition of up to	last number	with my own	recognition of up to 3	number reached	my own symbols and
	3 objects, without	reached when	symbols and marks	objects, without having	when counting a	marks as well as
	having to count	counting a small	as well as	to count them	small set of objects	numerals.
	them individually	set of objects tells	numerals.	individually	tells you how many	
	('subitising').	you how many		('subitising').	there are in total	I can solve real world
		there are in total	I can solve real		('cardinal principle').	mathematical
	I can show 'finger	('cardinal	world	I can show 'finger		problems with
	numbers' up to 5.	principle').	mathematical	numbers' up to 5.	I can link numerals	numbers up to 5.
			problems with		and amounts: for	
	I can talk about and	I can link	numbers up to 5.	I can talk about and	example, I can show	I can talk about and
	identify the patterns	numerals and		identify the patterns	the right number of	explore 2D and 3D
	around me. For	amounts: for	I can talk about	around me. For	objects to match the	shapes (for example,
	example, stripes on	example, I can	and explore 2D	example, stripes on	numeral, up to 5.	circles, rectangles,
	clothes, designs on	show the right	and 3D shapes (for	clothes, designs on rugs		triangles and cuboids)
	rugs and wallpaper.	number of objects	example, circles,	and wallpaper.	I can understand	using informal and
		to match the	rectangles,		position through	mathematical
	I can use informal	numeral, up to 5.	triangles and	I can use informal	words alone – for	language: 'sides',
	language like		cuboids) using	language like 'pointy',	example, "The bag is	'corners', 'straight',
	'pointy', 'spotty',	I can understand	informal and	'spotty', 'blobs', etc.	under the table," -	ʻflat', ʻround'.
	ʻblobs', etc.	position through	mathematical	I can make	with no pointing.	
	I can make	words alone – for	language: 'sides',	comparisons between	I can describe a	- · · ·
	comparisons	example, "The	'corners', 'straight',	objects relating to size,	familiar route.	I can extend and
	between objects	bag is under the	ʻflat', ʻround'.	length, weight and	T II	create ABAB patterns
	relating to size,	table," - with no		capacity.	I can discuss routes	— stick, leaf, stick,
		pointing.			and locations, using	leaf.

	length, weight and capacity. I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. I can combine shapes to make new ones – an arch, a bigger triangle, etc.	I can describe a familiar route. I can discuss routes and locations, using words like 'in front of' and 'behind'. I can compare quantities using language: 'more than', 'fewer than' I can recite numbers past 5 I can say one	I can extend and create ABAB patterns – stick, leaf, stick, leaf. I can notice and correct an error in a repeating pattern. I am beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then'	I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. I can combine shapes to make new ones – an arch, a bigger triangle, etc.	words like 'in front of' and 'behind'. I can compare quantities using language: 'more than', 'fewer than' I can recite numbers past 5 I can say one number for each item in order: 1,2,3,4,5.	I can notice and correct an error in a repeating pattern. I am beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then'
<b>ReceptionMaths</b>	Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different	number for each item in order: 1,2,3,4,5. Count Objects, Actions and Sounds— Counting songs and rhymes, count objects of	Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different	Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some that cannot be	Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different	Count Objects, Actions and Sounds— Counting songs and rhymes, count objects of different arrangements (some
	arrangements (some	different arrangements	arrangements	moved or seen)	arrangements (some	that cannot be moved or seen)

that cannot be	(some that	(some that cannot	Subitise (Explore the	that cannot be	Subitise (Explore the
moved or seen)	cannot be moved	be moved or seen)	composition of numbers	moved or seen)	composition of
Subitise (Explore the	or seen)	Subitise (Explore	to 10)—0-3 building to	Subitise (Explore the	numbers to 10)—0-5
composition of	Subitise (Explore	the composition of	0-5	composition of	and then linked to
numbers to 10)—0-	the composition	numbers to 10)—	Link Number Symbol	numbers to 10)—0-5	addition
3 building to 0-5	of numbers to	0-5 and then	(Numeral) with	and then linked to	Link Number Symbol
Link Number Symbol	10)—0-5 and	linked to addition	Cardinal Number	addition	(Numeral) with
(Numeral) with	then linked to	Link Number	Value—Linked to	Link Number Symbol	Cardinal Number
Cardinal Number	addition	Symbol (Numeral)	subitise.	(Numeral) with	Value—Linked to
Value—Linked to	Link Number	with Cardinal	Ordering and counting	Cardinal Number	subitise.
subitise.	Symbol (Numeral)	Number Value—	numbers	Value—Linked to	Ordering and counting
Ordering and	with Cardinal	Linked to subitise.	Count Beyond 10—	subitise.	numbers
counting numbers	Number Value—	Ordering and	Count up 20 and back	Ordering and	Count Beyond 10—
Count Beyond 10—	Linked to	counting numbers	from 10. Compare	counting numbers	Count up 30 and
Count up 20 and	subitise.	Count Beyond	Numbers— Collections	Count Beyond 10—	back from 20.
back from 10.	Ordering and	10—Count up 30	of objects to count	Count up 20 and	Compare Numbers—
Compare Numbers—	counting numbers	and back from 20.	(differing sizes) Use	back from 10.	Distribute items
Collections of objects	Count Beyond	Compare	vocabulary: more than,	Compare Numbers—	evenly (sharing)
to count (differing	10—Count up 20	Numbers—	less than	Collections of objects	Odds, evens and
sizes) Use	and back from	Distribute items	Understand 1 More/1	to count	doubles.
vocabulary: more	10.	evenly (sharing)	Less— One more, one	(differing sizes)	Use vocabulary: more
than, less than	Compare	Odds, evens and	less nursery rhymes	Use vocabulary:	than, less than, fewer,
Understand 1	Numbers—	doubles.	and songs.	more than, less than,	the same as, greater,
More/1 Less— One	Collections of	Use vocabulary:	Automatic Recall of	fewer, the same as,	equal to,
more, one less	objects to count	more than, less	number bonds to 10—	greater, equal to	Understand 1 More/1
nursery rhymes and	(differing sizes)	than, fewer, the	sustained focus on	Understand 1	Less— One more, one
songs.	Use vocabulary:	same as, greater,	number to 5 (working	More/1 Less— One	less nursery rhymes
Automatic Recall of	more than, less	equal to,	wall display) Continue,	more, one less	and songs.
number bonds to	than, fewer, the	Understand 1	Copy and Create	nursery rhymes and	Automatic Recall of
10—sustained focus	same as, greater,	More/1 Less—	Repeated Patterns—AB	songs.	number bonds to
on number to 5	equal to	One more, one less	Shape - Name 2D	Automatic Recall of	10— sustained focus
(working wall	Understand 1			number bonds to	on number to 15

				10	
display) Continue,	More/1 Less—	nursery rhymes	shapes and their	10—sustained focus	(working wall display)
Copy and Create	One more, one	and songs.	properties.	on number to 10	different conceptual
Repeated Patterns—	less nursery	Automatic Recall		(working wall	variation (e.g. tens
AB Shape - Name	rhymes and	of number bonds		display)	frames, PPW,
2D shapes and their	songs.	to 10— sustained		Compare Length	numicon etc)
properties.	Automatic Recall	focus on number		Weight and	Compare Length
	of number bonds	to 15 (working		Capacity	Weight and Capacity
	to 10—sustained	wall display)		Continue, Copy	Continue, Copy and
	focus on number	different		and Create	Create Repeated
	to 10 (working	conceptual		Repeated	Patterns—ABBC
	wall display)	variation (e.g. tens		Patterns—ABB	Shape – Compose and
	Compare Length	frames, PPW,		Shape - Name	decompose shapes so
	Weight and	numicon etc)		2D shapes and	that children recognise
	Capacity	Compare Length		their properties.	a shape can other
	Continue, Copy	Weight and			shapes within it (just
	and Create	Capacity			as numbers can)
	Repeated	Continue, Copy			Explore
	Patterns—ABB	and Create			how shapes can be
	Shape - Name 2D	Repeated			combined to make
	shapes and their	Patterns—ABBC			new shapes, e.g. 2
	properties.	Shape — Compose			triangles make a
		and decompose			square. Notice 2D
		shapes so that			shapes in 3D Shapes.
		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	Jiqsaw:	Jiqsaw:	Jiqsaw: Being Me in	Jiqsaw: Dreams	Jiqsaw:
(Jigsaw)	in My	Dreams and	Relationships/	My	and	Relationships/
J	World/Celebrating	Goals/Healthy	Changing Me	World/Celebrating	Goals/Healthy Me	Changing Me
	Difference	Me	Everybody's Body	Difference	What am I good at?	Everybody's Body
	Who Me?!	What am I good	We like to move it,	Who Me?!	I'm Special, I'm Me!	We like to move it,
	How am I Feeling	at?	move it!	How am I Feeling	Families	move it!
	Today?	I'm Special, I'm	Food Glorious	Today?	Houses and Homes	Food Glorious Food
	Being at Nursery	Me!	Food	Being at Nursery	Making Friends	Sweet Dreams
	Gentle Hands	Families	Sweet Dreams	Gentle Hands	Standing Up For	Keeping Clean
	Our Rights	Houses and	Keeping Clean	Our Rights	Yourself	Stranger Danger
	Our Responsibilities	Homes	Stranger Danger	Our Responsibilities	Oral Hygiene: teeth	Transition into
	Class Rules:	Making Friends	Transition into	Class Rules:	cleaning linked to	Reception and School
	Behavioural	Standing Up For	Reception and	Behavioural	visit from Brighter	Readiness
	expectations in the	Yourself	School Readiness	expectations in the	Smiles	
	classroom	Oral Hygiene:		classroom		
		teeth cleaning				
		linked to visit				
		from Brighter				
		Smiles				
PSED	Jigsaw: Being Me	Jigsaw:	Jigsaw:	Jigsaw: Being Me in	Jigsaw: Dreams	Jigsaw:
Reception	in My	Dreams and	Relationships/	Му	and	Relationships/
(Jigsaw)	World/Celebrating	Goals/Healthy	Changing Me	World/Celebrating	Goals/Healthy Me	Changing Me
	Difference	Me	<u>We like to move</u>	Difference	What I am good at?	<u>We like to move it,</u>
	Whome?	What I am good	it, move it!	Whome?	I'm special, I'm me!	move it!
	How am I feeling	at?	Food Glorious	How am I feeling	Families Houses and	Food Glorious Food
	today?	I'm special, I'm	Food	today?	Homes	Sweet Dreams
		me!	<mark>Sweet Dreams</mark>			<u>Keeping Clean</u>

	Being at School Gentle Hands Our Rights Our Responsibilities Class rules: Behavioural expectations in the class/boundaries set Class rules	Families Houses and Homes Making Friends Standing Up for Yourself I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on	Keeping Clean Stranger Danger <u>Healthy eating:</u> Year 1 readiness	Being at School Gentle Hands Our Rights Our Responsibilities Class rules: Behavioural expectations in the class/boundaries set Class rules	Making Friends Standing Up for Yourself I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on	Stranger Danger Healthy eating: Transition into Year 1 Year 1 readiness
PD Nursery	Choo Choo Wiggle, Weave and Watch Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently	Pop the Bubbles Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently	Hide and Seek Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently	Choo Choo Wiggle, Weave and Watch Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently	Pop the Bubbles Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently	Hide and Seek Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently

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

		continually				
Expressive Arts	I can explore	I can explore	I can create closed	I can explore	I can remember and	I can play instruments
and Design	colour and colour	different	shapes with	colour and colour	sing	with increasing
(3 and 4)	mixing.	materials freely,	continuous	mixing.	entire songs.	control to express my
	I can take part in	to develop	lines, and begin to	I can listen with	I can sing the pitch	feelings and ideas.
	simple	my ideas about	use	increased	of a	Create an under the
	pretend play, using	how to use	these shapes to	attention to	tone sung by	sea display Sand
	an	them and what	represent objects.	sounds.	another	painting Exploring
	object to represent	to make.	I can draw with	I can respond to	person ('pitch	patterns on shells and
	something else even	I am developing	increasing	what I have heard,	match').	pebbles Junk-
	though they are not	my own	complexity	expressing my	I can sing the	modelling lighthouses
	similar.	ideas and	and detail, such as	thoughts and	melodic	and boats
	I am beginning to	deciding which	representing a face	feelings.	shape (moving	
	develop	materials to use	with a circle and	Easter crafts	melody,	
	complex stories using	to express	including details.	Planting seeds	such as up and	
	small	them.	I can use drawing	Exploring plants	down,	
	world equipment like	I can join	to	and flowers	down and up) of	
	animal sets, dolls	different	represent ideas like	Exploring the	familiar	
	and dolls	materials	movement or loud	weather	songs.	
	houses, etc.	and explore	noises.	Exploring paint to	I can create my own	
	I can make	different	I can show	make	songs or improvise a	
	imaginative	textures.	different	firework pictures	song	
	and complex 'small	Making	emotions in my	Making Diva lamps	around one I know.	
	worlds'	Christmas	drawings and	Singing Christmas	Create a jungle	
	with blocks and	pictures /	paintings, like	songs	display	
	construction kits,	cards /	happiness,	Nativity / Christmas	Sing animal songs	
	such as a	decorations	sadness,	performance Dancing	and	
	city with different	Making hot	fear, etc.	to music from	rhymes	
	buildings	chocolate	Edvard Munch	different cultures	Mother's Day	
	and a park.	Baking biscuits	'The		crafts	

	Creating self-		Scream' - stimulus			
	portraits		for			
	Painting still-life		painting.			
	sunflowers		Listening to music			
	Creating collages		as a			
	Junk-modelling		stimulus for art.			
	trains		Making lanterns,			
	Drawing maps		exploring Chinese			
	Exploring musical		text,			
	instruments		using puppets to			
	Making soup and		act			
	baking		out stories,			
	Bread		Chinese			
	Singing Christmas		dragon dancing,			
	songs		creating our own			
	Nativity / Christmas		music			
	performance					
Reception	Join in with songs	Invent, design	I can produce a	Provide children with a	Junk modelling,	Water pictures,
Expressive	beginning to mix	and create a	piece	range of materials for	houses,	collage, shading by
Arts and	colours Build stories	new toy Use	of artwork using	children to construct	bridges boats and	adding black or white,
Design	around toys (small	different textures	an	with	transport.	colour mixing for
	world) use available	and	artists style as a	Create collaboratively:	Make different	beach
	props to support role	materials to make	stimulus	making 3d ladybird	textures; make	huts, making
	play Build models	firework	can explore how	shells: papier mache:	patterns using	passports. Colour
	using construction	pictures	colour can be	working in pairs	different colours	mixing — underwater
	equipment. Junk	Listen to music	changed		Children will	pictures. Father's Day
	modelling, take	and make	I can talk about a		explore ways to	Crafts Making boat
	picture of children's	their own dances	famous artist.		protect the	models from recycled
	creations and record	in	Artist: Jackson		growing of plants	materials: link to
	them explaining	response.	Pollock		by designing	keeping our sea clean
	what they did.		Exploring dripping,		scarecrows.	Using clay to make a
	Exploring sounds				Mother's Day	coil snail (link to the

and how they can be	Watch	pouring and	crafts	snail and the whale)
changed, tapping	performances:	splattering	Artwork themed	Drama conventions
out of simple	ballet,	to create abstract	observation	through literacy
rhythms. Play pitch	musical, orchestra	art.	drawings of plants,	5 5
matching games,	Christmas	Building rockets -	flowers, fruit and	
humming or singing	decorations,	choosing 3D	veg.	
To draw a self-	Christmas cards,	recycling	Making fruit	
portrait (enclosing	Divas,	shapes / different	kebabs	
lines): draw definite	Christmas	methods of	Encourage	
features Feelings:	songs/poems	attachment.	children to create	
taking photos of	The use of story	Making lanterns,	their own music.	
children acting out	maps,	Chinese writing,	Easter crafts	
emotions	props, puppets &	puppet	printing, patterns	
	story bags	making, Chinese	on Easter eggs	
	will encourage	music	Rubbings of	
	children to	and composition	leaves/plants	
	retell, invent and	I can recognise,	Andy Goldsworthy	
	adapt	create	natural art	
	stories.	and describe	Flower tile- clay	
	Shadow Puppets	pattern:	Drama	
	Teach children	fruits and veg	conventions	
	different	. I can combine	through literacy	
	techniques for	media		
	joining	to make a collage		
	materials, such as			
	how to			
	use adhesive tape			
	and			
	different sorts of			
	glue			
	Role Play of The			
	Nativity			

		Music: Christmas				
		Songs				
Understanding	Identifying their	Compare and	Maps of our	Growth & Change:	Use images, video	Materials: Floating /
the World.	family.	contrast	journey to school	butterfly life cycle	clips, shared texts	Sinking — boat
Reception and	Commenting on	character from	Features of local	I can show care and	and other resources	building Metallic /
Nursey.	photos of their	stories, including	environment, maps	concern for living	to bring the wider	non-metallic objects
	family; naming who	figures from the	of local area and	things in the	world into the	Seaside long ago —
	they can see and of	past: looking at	comparing places	environment.	classroom.	Magic Grandad
	what relation they	clothes	on Google Earth:	I can start to develop	Listen to what	compare and contrast
	are to them.	I can talk about	I can describe	an understanding of	children say about	past and present
	I can describe people	significant events	special events.	growth, decay and	what they see	Share non-fiction texts
	who are familiar to	in my own	Growth & Change:	changes over time	Listen to children	that offer an insight
	me	experience	frog life cycle	I can talk about some	describing and	into contrasting
	I can name parts of	I can talk about	I can tell you what	of the things I have	commenting on	environments.
	my body.	why things	a plant needs to	observed such as	things they have	Listen to how children
	Show interest in the	happen: melting	grow (growing the	plants, animals, natural	seen whilst outside,	communicate their
	lives of other people	chocolate &	beanstalk)	and found objects.	including plants and	understanding of their
	who are familiar to	making bread	I can understand	I can draw a simple	animals.	own environment and
	me	I can recognise	the key features of	map	Celebrate Chinese	contrasting
	I can recognise that	and describe	the life cycle of a	Similarities and	New year	environments through
	people have different	special times or	plant and animal.	differences between	Recognising that	conversation and in
	beliefs and celebrate	events for family		places	people have different	play.
	special times in	or friends			beliefs	I can draw
	different ways	I understand the			Respecting difference	information from a
	I can talk about	effects of			Talk about lives of	simple map.
	what they do with	changing seasons			people around us	I can talk about ways
	their family and	on the world			Talk about	in which I can look
	places they have	around me			experiences at	after the environment
	been with their				different points in	Pirate maps (maps of
	family.				the year (class	school to find
	I can draw				calendar for each	treasure)
	similarities and make				month)	

comparisons		Changing seasons:	
between other		winter	
families.		Ice experiments	
Name and describe		Knowing there are	
people who are		different countries in	
familiar to them.		the world.	
I can show an			
interest in different			
occupations and			
ways of life			
I can talk about			
things I have			
observed such as			
animals			
I show care for living			
things (pets)			
I can ask questions			
about aspects of my			
familiar world such			
as the place where I			
live or the natural			
world.			