

**EYFS Curriculum Framework**

At Tyntesfield, we use *Development Matters* and *Birth to 5 Matters* as a guide to the next steps and the breadth of learning experiences that children need in order to make progress in each area of the curriculum. For each short-term planning cycle, we discuss children’s attainment as individuals, groups and as a cohort before planning continuous provision enhancements, changes to the environment and adult-led learning activities. Alongside this, much of our curriculum is delivered through the daily interactions that children have with adults; in which we listen, respond and extend their understanding at a level appropriate for the individual.

For each curriculum area, there are objectives which will be covered throughout the year through our continuous provision, the environment, adult interactions and responding to children’s interests. Children will have the opportunity to deepen and develop their knowledge, skills and understanding from their individual starting points. Teaching staff use their understanding of child development and observational checkpoints through the year to check each child’s progress.

For each half term topic, there will also be objectives that are particularly relevant and will therefore be a focus for that period. These are listed below under the relevant half term.

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|  | **Nursery Topics** | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Me and my Family** | **Changing Seasons**  **Special Times** | **Celebrating Differences** | **Growing and Changing**  **Animal Kingdom** | **Caring for our World** | **Hot and Cold** |
| **Key Texts** | Ruby’s Worry  Ravi’s Roar  Peace at Last  How to be a Bucket Filler  Oliver’s Vegetables | The Little Acorn  Sun, Snow, Stars, Sky  Ferdie and the Falling Leaves  When will it be Spring | Elmer  The Smeds and the Smoos  Giraffes Can’t Dance  The Boy Who Loved Everyone | The Little Sunflower  The Tiny Seed  Growing Frogs  Hungry Caterpillar  Dear Zoo  Farmyard Hullabaloo | The Life of a Little Cardboard Box  The Life of a Little Plastic Bottle  Where’s the Starfish  Where’s the Elephant | Commotion in the Ocean  Rainbow Fish  Tiddler  My Granny Went to Market |
| **Visits/Events** | Harvest Festival | Remembrance Day, Diwali, Bonfire Night  Nativity | Chinese New Year  Valentine’s Day | Mothers’ Day  Easter  Eid  Stay and Play | Sports Day  Caring for animals at the farm – Visit to Smithills Farm | Fathers’ Day  Transition  Stay and Play |

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|  | **Reception Topics** | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **All about Me** | **Terrific Tales** | **Amazing Animals** | **Come Outside** | **Ticket to Ride** | **Fun at the Seaside** |
| **Key Texts** | *Invisible String*  *Colour Monster*  *Super Duper Me*  *Funnybones*  *Rainbow Fish*  *We are Family* | *Little Red Hen*  *Harvest non-fiction*  *Gingerbread Man*  *Christmas and Diwali stories*  *The Jolly Postman*  *Farmer Duck* | *Tiger Who came to Tea*  *Diary of a Wombat*  *Elephant and the Bad Baby*  *Goldilocks*  *Non-fiction about animals around the world* | *The Tiny Seed*  *Oliver’s Vegetables*  *Jack and the Beanstalk*  *One Plastic Bag*  *Jasper’s Beanstalk* | *The Snail and the Whale*  *The Way Back Home*  *The Naughty Bus*  *Mr Grumpy’s Outing*  *The Train Ride*  *Bob, the Man on the Moon*  *Beegu*  *Oi! Get off my train!*  *Emma Jane’s Aeroplane* | *Lighthouse Keeper’s Lunch*  *Under the Sea*  *World Atlases*  *Commotion in the Ocean*  *Tiddler* |
| **Visits/Events** | Mystery Readers  Black History Month  Diwali | Mystery Readers  Remembrance Day  Hanukkah  Bonfire Night  Nativity | Mystery Readers  Farm visit | Mystery Readers  Allotment visit  Sunflower competition | Mystery Readers  Manchester Airport  Police Dog visit  Sports Day | Mystery Readers  Beach Day |

**Communication and Language**

In order to make the most of their Early Years experience and be ready for the National Curriculum, children need to be confident and skilled communicators. Children develop these skills through interactions with adults, modelling during play, adult-led activities and targeted support for those who need it most. Our classrooms and outdoor area are enriched with songs, rhymes, stories and poems to enable children to develop their vocabulary, storytelling and conversational skills.

Throughout the year, children in Nursery and Reception will:

* Listen to stories, poems and rhymes and talk about them
* Join in with songs and nursery rhymes, learning some by heart
* Develop their vocabulary as they learn more about the world around them
* Learn to listen attentively both 1:1 and as part of a group
* Start conversations and keep them going
* Ask questions to find out more
* Use talk to organise and clarify their thinking
* Talk about their ideas, opinions and feelings

Below are the Communication and Language objectives that will a particular focus in each half term (linked to our topics).

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| **Communication and Language**  In order to make the most of their Early Years experience and be ready for the National Curriculum, children need to be confident and skilled communicators. Children develop these skills through interactions with adults, modelling during play, adult-led activities and targeted support for those who need it most. Our classrooms and outdoor area are enriched with songs, rhymes, stories and poems to enable children to develop their vocabulary, storytelling and conversational skills.  Throughout the year, children in Nursery and Reception will:   * Listen to stories, poems and rhymes and talk about them * Join in with songs and nursery rhymes, learning some by heart * Develop their vocabulary as they learn more about the world around them * Learn to listen attentively both 1:1 and as part of a group * Start conversations and keep them going * Ask questions to find out more * Use talk to organise and clarify their thinking * Talk about their ideas, opinions and feelings   Below are the Communication and Language objectives that will a particular focus in each half term (linked to our topics). | | | | | | |
| **Nursery** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **Me and my Family** | **Changing Seasons**  **Special Times** | **Celebrating Differences** | **Growing and Changing**  **Animal Kingdom** | **Caring for our World** | **Hot and Cold** |
| Talking about familiar topics e.g. family, local environment  Learning vocabulary for emotions  Listening and attention as part of a small group  Sharing news from home  Talking about Alma’s Diary | What is the same, what is different?  Express a point of view  Use language to explain what is happening  Learning vocabulary to describe what they see outdoors  Learn poems, rhymes and songs for Christmas | Talks more extensively about things that are important to them  Listens to other viewpoints | Questions why things happen and gives explanations  Use a wider range of vocabulary  Listening and attention as part of a larger group | Uses talk to explain what is happening and anticipate what might happen next  Express a point of view | Transition to Reception – can start a conversation with an adult or friend and continue it for many turns |
| **Observation Checkpoint**  Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name? Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”? Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”. Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? Can the child answer simple ‘why’ questions? | | | | | | |
| **Reception** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **All about Me** | **Terrific Tales** | **Amazing Animals** | **Come Outside** | **Ticket to Ride** | **Fun at the Seaside** |
| Sharing likes and dislikes  Listening and attention as a whole class | Learn poems, rhymes and songs for Christmas  Talk for Writing – memorise a short story | Why, who, when, what, where questions  Use talk to organise and clarify ideas | Grouping and naming  Link ideas using connectives e.g. life cycles | Offer explanations for why things might happen  Express feelings in full sentences | Express feelings about transition to Year 1.  Talk about themselves in a positive way. |
| **Listening, Attention and Understanding ELG**  Children at the expected level of development will:  • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;  • Make comments about what they have heard and ask questions to clarify their understanding;  • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  Speaking ELG Children at the expected level of development will:  • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;  • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;  • Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. | | | | | | |

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| **Personal, Social and Emotional Development**  Children’s personal, social and emotional development is key to children becoming happy, healthy and secure individuals who understand their own feelings, their relationships with others and are able to explore and learn about the world around them. Through getting to know children as individuals, adults are able to support their development in a safe and secure environment.  Throughout the year, children in Nursery and Reception will:   * Be supported by adults to move from co-regulation to self-regulation in a range of different situations e.g. sharing, turn-taking, resolving conflict * Learn how to keep themselves healthy and be independent in their self-care * Know and follow both class rules in EYFS and the wider school values, showing respect for their environment * Develop their sense of belonging to their class, school and community * Make and develop friendships with other children and know how to be a good friend * Identify and talk about their feelings with a wider vocabulary * Play and learn co-operatively | | | | | | |
| **Nursery** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **Me and My Family** | **Changing Seasons**  **Special Times** | **Celebrating Differences** | **Growing and Changing**  **Animal Kingdom** | **Caring for our World** | **Hot and Cold** |
| Separate from carer  Build relationships with adults and children  Select and use resources – get to know the environment  Learn rules and routines | Develop their sense of community  Become confident with visitors in Nursery  Develop self-care skills and how to stay healthy e.g. drinking water, brushing teeth | Become more aware of similarities and differences between themselves and others  Share resources and play in a group  Know the importance of being active | Know examples of healthy food  Use a wider vocabulary to describe their feelings  Remember the rules without an adult reminding them | Understand that their actions affect others | Show confidence in a new social situation |
| **Observation Checkpoint**  **Around the age of 3**  Can the child sometimes manage to share or take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’? Can the child settle to some activities for a while?  **Around the age of 4**  Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being ‘mummy’ or ‘daddy’?) Does the child take part in other pretend play with different roles: being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? | | | | | | |
| **Reception** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **All about Me** | **Terrific Tales** | **Amazing Animals** | **Come Outside** | **Ticket to Ride** | **Fun at the Seaside** |
| Making friends, learning names and how to ask to join in  Rules and routines for the new environments e.g. classroom, lunchtime, PE  Taking turns in a larger group  Changing for Woody Wanderers | Belonging to different groups and communities  Healthy habits e.g. Walk to school scheme  Naming and describing emotions  Zones of regulation | Awareness of a wider community beyond school  Impact of behaviour on others/the natural world | Healthy habits/food  Importance of being active outdoors  Toothbrushing | Understand the need for rules in a group/community e.g. Police, rules of the road  Impact of behaviour on others | Transition – can describe what they are good at  Independent in self-care  Confident to build relationships with new people |
| **Self-Regulation ELG**  Children at the expected level of development will:  • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;  • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;  • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  **Managing Self ELG**  Children at the expected level of development will:  • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;  • Explain the reasons for rules, know right from wrong and try to behave accordingly;  • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. | | | | | | |

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| **Physical Development**  Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Our curriculum and environment supports children to develop both their gross and fine motor skills whilst developing an enjoyment of being active. Children have daily access to our outdoor playground for large-scale movements and games as well as exploring our field and tyre climbing area. Teaching staff lead and encourage games and explorative play. Once a week, children have a Woody Wanderers session in which they can climb, dig, lift branches and run in a natural setting that can be unpredictable as it changes through the seasons and weather. We also have a weekly PE session in the hall. Over each half term children will experience dance, gymnastics, team games and all the fundamental movement skills, along with sessions early on in Reception to specifically develop core strength and gross motor skills.    Fine motor skills are developed through daily adult-guided practise using a range of resources and games which lead on to more formal handwriting sessions. They are also developed in planned enhancements to play e.g. fastenings on dressing up costumes, scissors to cut up leaves in the mud kitchen, spray bottles for the outdoor blackboard amongst others.  In Nursery and Reception, children will:   * Use their whole body to move freely and confidently in a range of activities, developing the strength, co-ordination, balance and agility to engage successfully with future physical education * Learn and practise fundamental movement skills; rolling, crawling, walking, jumping, running, hopping, skipping, climbing * Learn to ride bikes and scooters and throw and catch a ball * ImageNegotiate space safely, taking account of others * Collaborate with others to move a large item * Combine different movements with fluency * Use one-handed tools and equipment * Use a comfortable grip with good control of a pencil or pen * Learn how to use a knife and fork * Be increasingly independent in dressing and undressing | | | | | | |
| **Nursery** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **Me and my Family** | **Changing Seasons**  **Special Times** | **Celebrating Differences** | **Growing and Changing**  **Animal Kingdom** | **Caring for our World** | **Hot and Cold** |
| Self-care – taking coat on and off  Explore the outdoor  Using the toilet and washing hands  Keeping healthy and looking after ourselves | Zips on coats/clothes  Climb on the tree in WW  Threading and peg matching | Using cutlery at lunchtime  Independently putting clothes on and taking off  Pattern tracing | Show increasing control using pens and pencils  Throwing and catching a large ball  Daily name writing | Use two-hole scissors to snip paper  Balance on a scooter and move confidently | Show preference for a dominant hand  Copy simple patterns of movement |
| **Reception** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **All about Me** | **Terrific Tales** | **Amazing Animals** | **Come Outside** | **Ticket to Ride** | **Fun at the Seaside** |
| **PE** | Pippa and Eddie A day on the Farm | Pippa and Eddie Fantasy Fairy Tales | Pippa and Eddie a Day at the Zoo | Pippa and Eddie An encounter with Pirates | Pippa and Eddie Emergency services | Pippa and Eddie Under the Sea |
|  | Self-care – taking coat on and off, changing for Woody Wanderers  Explore the outdoor playground and Woody Wanderers  Write Dance  Daily fine motor/handwriting in groups | Turn clothes the right way out  Develop the use of a knife and fork at lunchtime  Show confidence on the climbing tree in WW  Write Dance  Daily fine motor/handwriting in groups | Use two-hole scissors to cut around an outline  Collaborate with others to carry large items  Daily fine motor/handwriting in groups | Use gardening tools  Show increased confidence moving quickly in the woods, taking account of uneven ground  Daily fine motor/handwriting in groups | Take part in team and individual competitive games as part of Sports Day  Show increased stamina when running in large spaces e.g. field or large playground  Daily fine motor/handwriting in groups | Show more accuracy and control when drawing and writing  Choose and remember a sequence of movements and perform them fluently  Daily fine motor/handwriting in groups |
| **Gross Motor Skills ELG**  Children at the expected level of development will:  • Negotiate space and obstacles safely, with consideration for themselves and others;  • Demonstrate strength, balance and coordination when playing;  • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  **Fine Motor Skills ELG**  Children at the expected level of development will:  • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;  • Use a range of small tools, including scissors, paint brushes and cutlery;  • Begin to show accuracy and care when drawing | | | | | | |

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| **Literacy**  At Tyntesfield, we are passionate about helping our children to develop a life-long love of reading. On a daily basis, we talk with children about the world around them and the books (both stories and non-fiction) that we read with them, in addition to enjoying rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).  Our provision promotes Literacy by daily stories, songs and rhymes and through talking about the stories we enjoy. There are books available for children to share together throughout our classrooms and outdoor area. Nursery children begin learning the first set of RWInc sounds in January and are able to progress on to blending CVC words and learning high frequency words as soon as they are able to. In Reception, we start daily phonics lessons early in Autumn 1 with children being grouped by their phonic knowledge. Every child takes home a reading book that matches their reading ability and their phonic knowledge and they also have a Bedtime book each week to share at home to encourage reading for enjoyment. Many children choose to bring in a book for the class on their birthday and these are added to our class libraries. In both Nursery and Reception, we use Talk for Writing to enable children to learn and re-tell stories; these are often then acted out on our outdoor stage! To promote a love of reading at home, we invite parents to come in to school as Mystery Readers and share a story with the class, which is also a wonderful way of strengthening home-school links. Often these will be classic traditional tales that they remember from their own childhood, or stories from their culture. Our class libraries are carefully managed to promote inclusion and diversity, and are regularly refreshed to maintain children’s interest.  Children in Nursery will**:**  Understand the five key concepts about print:  • print has meaning;  • print can have different purposes;  • we read English text from left to right and from top to bottom;  • the names of the different parts of a book;  • page sequencing.  Develop their phonological awareness, so that they can:  • spot and suggest rhymes;  • count or clap syllables in a word;  • recognise words with the same initial sound, such as money and mother;  engage in extended conversations about stories, learning new vocabulary;  use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy;  write some or all of their name;  write some letters accurately;  learn Set 1 sounds from RWInc.  Children in Reception will:  Read individual letters by saying the sounds for them;  Blend sounds into words, so that they can read short words made up of known letter– sound correspondences;  Read some letter groups that each represent one sound and say sounds for them;  Read a few common exception words matched to RWInc phonic programme;  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words;  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment;  Form lower-case and capital letters correctly;  Spell words by identifying the sounds and then writing the sound with letter/s;  Write short sentences with words with known sound-letter correspondences using a capital letter and full stop;  Re-read what they have written to check that it makes sense. | | | | | | |
| **Nursery** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **Me and my family** | **Changing Seasons**  **Special Times** | **Celebrating Differences** | **Growing and Changing**  **Animal Kingdom** | **Caring for our World** | **Hot and Cold** |
| Learn to recognise their name for self –registration  Build up a repertoire of familiar nursery rhymes | Nursery library book bag  Continue daily reading and singing | Begin Set 1 sounds (three per week)  Identify initial sounds in familiar words. | | | Blending CVC words using known phonemes |
| **Reception** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **All about Me** | **Terrific Tales** | **Amazing Animals** | **Come Outside** | **Ticket to Ride** | **Fun at the Seaside** |
| Begin Set 1 sounds as a whole class.  After initial assessment, continue to progress through the RWInc scheme in groups  Parent workshop held to model how to support children’s reading and writing development | Children in Reception are frequently assessed on their phonic knowledge to ensure that they are making rapid progress. Each week, they take home the new sounds that they have learned and are encouraged to practise saying the sounds and blending them. They also have a reading book, lists of CVC words and a Bedtime book.  Within their phonics groups, children access Get Writing, starting with Ditties, which progresses from phrases to whole sentences. | | | | |
| **Comprehension ELG**  Children at the expected level of development will:  • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;  • Anticipate – where appropriate – key events in stories;  • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  **Word Reading ELG**  Children at the expected level of development will:  • Say a sound for each letter in the alphabet and at least 10 digraphs;  • Read words consistent with their phonic knowledge by sound-blending;  • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  **Writing ELG**  Children at the expected level of development will:  • Write recognisable letters, most of which are correctly formed;  • Spell words by identifying sounds in them and representing the sounds with a letter or letters;  • Write simple phrases and sentences that can be read by others. | | | | | | |

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| **Mathematics**  Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding ,(such as using manipulatives, including small pebbles and tens frames for organising counting) children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice, and begin to develop a Growth Mindset through not being afraid to make mistakes.  Maths is part of our daily provision through both direct teaching, planned continuous provision, enhancements and the conversations that we have with children in their play. To ensure a thorough, deep understanding of number we use the NCETM Mastering Number resources in Reception, alongside White Rose materials to ensure that the small steps in mathematical thinking are embedded and secure.  Children in Nursery will:  Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  Recite numbers past 5.  Say one number for each item in order: 1,2,3,4,5.  Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  Show ‘finger numbers’ up to 5.  Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  Experiment with their own symbols and marks as well as numerals.  Solve real world mathematical problems with numbers up to 5.  Compare quantities using language: ‘more than’, ‘fewer than’.  Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.  Understand position through words alone – for example, “The bag is under the table,” – with no pointing.  Describe a familiar route.  Discuss routes and locations, using words like ‘in front of’ and ‘behind’.  Make comparisons between objects relating to size, length, weight and capacity.  Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.  Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.  Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.  Extend and create ABAB patterns – stick, leaf, stick, leaf.  Notice and correct an error in a repeating pattern.  Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’  Count objects, actions and sounds.  Children in Reception will:  Subitise  Link the number symbol (numeral) with its cardinal number value.  Count beyond ten  Compare numbers  Understand the ‘one more than/one less than’ relationship between consecutive numbers.  Explore the composition of numbers to 10.  Automatically recall number bonds for numbers 0–5 and some to 10.  Select, rotate and manipulate shapes to develop spatial reasoning skills.  Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.  Continue, copy and create repeating patterns.  Compare length, weight and capacity | | | | | | |
| **Nursery** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **Me and my family** | **Changing Seasons**  **Special Times** | **Celebrating Differences** | **Growing and Changing**  **Animal Kingdom** | **Caring for our World** | **Hot and Cold** |
| 0 to 5 reciting and recognition  Shape awareness, naming and describing  Pattern awareness AB  Spatial awareness | 0 to 5 reciting, recognition and counting  Copying patterns  Spatial vocabulary  Recognising attributes of measure | 0 to 10 reciting and recognition  Shape properties  Creating own patterns  Comparing measures | 0 to 10 reciting, recognition and counting  Representing numbers  Comparing measures | 0 to 10 counting and matching  Representing numbers  Spotting errors in patterns | 0 to 10 reciting, recognition, counting and matching  Writing numerals  Representing spatial relationships |
| **Reception** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **All about Me** | **Terrific Tales** | **Amazing Animals** | **Come Outside** | **Ticket to Ride** | **Fun at the Seaside** |
| Introduction to the continuous provision – Cuisinere rods, tens frames, Numicon, cubes, loose parts  Begin NCETM Mastering Number  Copy ABAB patterns with materials, sounds and actions | NCETM Mastering Number direct teaching, group activities and CP  Write numerals to 5  Explore shape composition  Extend an existing ABAB pattern | NCETM Mastering Number direct teaching, group activities and CP  Write numerals to 10  Compare length  Make own ABAB pattern  Shape names and properties | NCETM Mastering Number direct teaching, group activities and CP  Write numerals to 15  Compare weight  Shape names and properties | NCETM Mastering Number direct teaching, group activities and CP  Write numerals to 20  Compare capacity | NCETM Mastering Number direct teaching, group activities and CP  Create own patterns of increasing complexity |
| **Number ELG**  Children at the expected level of development will:  • Have a deep understanding of number to 10, including the composition of each number;  • Subitise (recognise quantities without counting) up to 5;  • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  **Numerical Patterns ELG**  Children at the expected level of development will:  • Verbally count beyond 20, recognising the pattern of the counting system;  • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;  • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | | | | | | |

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| **Understanding the World**  Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them: from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. For each cohort, we build on their prior knowledge and interests to widen their world beyond school and the local community. In line with our school value of ‘We appreciate and care for each other’ we strongly encourage a sense of responsibility to others and the world in which we live. Our outdoor provision is ideal for observing the natural world and talking about the impact we have on it.  Children in Nursery will:  Use all their senses in hands-on exploration of natural materials.  Explore collections of materials with similar and/or different properties.  Talk about what they see, using a wide vocabulary  Begin to make sense of their own life-story and family’s history.  Show interest in different occupations.  Plant seeds and care for growing plants.  Understand the key features of the life cycle of a plant and an animal.  Begin to understand the need to respect and care for the natural environment and all living things  Explore how things work  Explore and talk about different forces they can feel  Talk about the differences between materials and changes they notice.  Continue developing positive attitudes about the differences between people.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  Children in Reception will:  Talk about members of their immediate family and community  Name and describe people who are familiar to them.  Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past.  Draw information from a simple map  Understand that some places are special to members of their community.  Recognise that people have different beliefs and celebrate special times in different ways.  Recognise some similarities and differences between life in this country and life in other countries.  Explore the natural world around them  Describe what they see, hear and feel whilst outside.  Recognise some environments that are different from the one in which they live.  Understand the effect of changing seasons on the natural world around them. | | | | | | |
| **Nursery** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **Me and my family** | **Changing Seasons**  **Special Times** | **Celebrating Differences** | **Growing and Changing**  **Animal Kingdom** | **Caring for our World** | **Hot and Cold** |
|  | Talking and listening about our families. What is the same, what is different?  Where we live, our homes and local area  Harvest, where our food comes from | Exploring how things work  Changes we see and feel (seasons)  Hibernation  The similarities and differences we see in different traditions and festivals | Talking about how different people live in a positive way  How are we unique and special?  Different occupations | Looking after our natural world  Life cycles of plants and animals  Animal babies  Zoo and farm animals | Looking after our natural world  Why do we need to look after our world?  What can we do to help?  Recycling  Our globe, looking at maps and globe to see where we are | Awareness of different environments/countries  Sharing awareness of places we know and places we have been  Different environments such as deserts, rainforests, polar regions  Life under the sea and by the coast/beach |
| **Reception** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **All about Me** | **Terrific Tales** | **Amazing Animals** | **Come Outside** | **Ticket to Ride** | **Fun at the Seaside** |
| Where do we live? Finding our homes and school on a map.  Noticing changes for Autumn  Past and present within their family | Noticing changes for Winter  Where does our food come from?  How Christmas is celebrated around the world and in the past | Observations of plants and animals  Effects of our actions on animals e.g. litter | Life cycles  Different environments  Noticing changes for Spring | Noticing changes for Summer  Lives and occupations of people  Past and present – how vehicles have changed | World map – find countries that children know about/have visited/ have family in  Keeping marine life safe  Contrasting environments |
| **Past and Present ELG**  Children at the expected level of development will:  • Talk about the lives of the people around them and their roles in society;  • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;  • Understand the past through settings, characters and events encountered in books read in class and storytelling;  **People, Culture and Communities ELG**  Children at the expected level of development will:  • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;  • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;  • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.  **The Natural World ELG**  Children at the expected level of development will:  • Explore the natural world around them, making observations and drawing pictures of animals and plants;  • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;  • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | | | | | |

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| **Expressive Arts and Design**  The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. At Tyntesfield, we widen children’s artistic and cultural awareness through experiencing a range of arts and artists in our direct teaching and through enhancements to our continuous provision.  In each half term, children will build on their skills, knowledge and understanding of painting, drawing, printing, collage, sculpture, dance and music. There is regular access to small world and block play.  Children in Nursery will:  Take part in simple pretend play, using an object to represent something else even though they are not similar.  Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.  Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.  Explore different materials freely, to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them.  Join different materials and explore different textures.  Create closed shapes with continuous lines and begin to use these shapes to represent objects.  Draw with increasing complexity and detail, such as representing a face with a circle and including details.  Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.  Show different emotions in their drawings – happiness, sadness, fear, etc.  Listen with increased attention to sounds.  Respond to what they have heard, expressing their thoughts and feelings.  Remember and sing entire songs.  Sing the pitch of a tone sung by another person (‘pitch match’).  Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  Create their own songs or improvise a song around one they know.  Play instruments with increasing control to express their feelings and ideas.  Children in Reception will:  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills  Listen attentively, move to and talk about music, expressing their feelings and responses.  Watch and talk about dance and performance art, expressing their feelings and responses.  Sing in a group or on their own, increasingly matching the pitch and following the melody.  Develop storylines in their pretend play. | | | | | | |
| **Nursery** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **Me and my Family** | **Changing Seasons**  **Special Times** | **Celebrating Differences** | **Growing and Changing**  **Animal Kingdom** | **Caring for our World** | **Hot and Cold** |
| Paint printing with different media such as sponges, food and shapes  Mixed media collages  Self portraits  Creating role-play scenarios that represent home and family | Exploring colours through seasonal shades  Learning and joining in with  Using sounds and musical instruments as part of a celebration | Mixed media collages using scissors to create elements for design  Creating patterns with different media  Uses of tools and bushes to apply glue and paint in collages and pictures | Creating colour shades by mixing, making lighter and darker shades  Symmetrical designs and patterns | Junk modelling, recycling and reusing objects.  Joining and attaching objects using different medium (glue/tape) | Express meaningful ideas using different mediums, such as paint, pencils, chalk, dough etc  Act out a story narrative with others |
| **Reception** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **All about Me** | **Terrific Tales** | **Amazing Animals** | **Come Outside** | **Ticket to Ride** | **Fun at the Seaside** |
| Kapow music scheme  Dance each half term in PE  Outdoor music, songs and dance each week  Daily access to art materials covering drawing, painting, printing, collage, sculpture, loose parts.  Daily songs and nursery rhymes | | | | | |
| Self-portraits  Skeleton collage  Art from found materials  Clay pots for Diwali lights | Representing familiar stories through art and role play  Song for the Christmas performance | 3D sculptures of animals in clay  Collage animal masks and use to perform  Print footprints using a range of media | Andy Goldsworthy  Observational drawings of plants | Making patterns in malleable materials  Printing using vehicles | Photography – making our own postcards  Collage sea creatures |
| **Creating with Materials ELG**  Children at the expected level of development will:  • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;  • Share their creations, explaining the process they have used;  • Make use of props and materials when role playing characters in narratives and stories.  **Being Imaginative and Expressive ELG**  Children at the expected level of development will:  • Invent, adapt and recount narratives and stories with peers and their teacher;  • Sing a range of well-known nursery rhymes and songs;  • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. | | | | | | |