

# Fradley Park

## Primary & Nursery School

### EYFS LONG TERM PROGRESSION PLAN 2024-2025

#### The Fradley Five!

At Fradley Park Nursery and Primary School, we have curriculum drivers. These are called 'The Fradley Five!' Our curriculum is progressive. The curriculum is designed in a sequential way to ensure progress towards 'The Fradley Five' curricular goals. In each year group at Fradley Park, including Nursery and Reception, there will be five curricular goals which the children will work towards.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic: Getting to Know You!</b>	<b>Topic: Let's Explore</b>	<b>Topic: Wish you were here</b>	<b>Topic: Ready, Steady, Grow</b>	<b>Topic: Big, Wide, World</b>	<b>Topic: At the Seaside</b>
<b>Nursery</b>	<b>Nursery</b>	<b>Nursery</b>	<b>Nursery</b>	<b>Nursery</b>	<b>Nursery</b>
		1. Give a tour using positional language	2. Follow a recipe	3. Make a community friend	4. Tell a story 5. Be a good loser!
<b>Reception</b>	<b>Reception</b>	<b>Reception</b>	<b>Reception</b>	<b>Reception</b>	<b>Reception</b>
	1. Give a community performance	2. Create an art exhibition (clay)	3. Be a gardener!	4. Design a map of the school	5. Be an Author

# Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Getting to Know You!</b>	<b>Let's Explore</b>	<b>Wish you were here</b>	<b>Ready, Steady Grow</b>	<b>Big, Wide World</b>	<b>At the Seaside</b>
<i>Jigsaw Topic name:</i> <b>Being in My World</b>	<i>Jigsaw Topic name:</i> <b>Celebrating Differences</b>	<i>Jigsaw Topic name:</i> <b>Dreams and Goals</b>	<i>Jigsaw Topic name:</i> <b>Healthy Me</b>	<i>Jigsaw Topic name:</i> <b>Relationships</b>	<i>Jigsaw Topic name:</i> <b>Changing Me</b>
<b>Nursery</b>	<b>Nursery</b>	<b>Nursery</b>	<b>Nursery</b>	<b>Nursery</b>	<b>Nursery</b>
<ul style="list-style-type: none"> <li>• Begin to understand how others might be feeling.</li> <li>• Show more confidence in new social situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul>	<ul style="list-style-type: none"> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• <i>Do not always need an adult to remind them of a rule.</i></li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Develop appropriate ways of being assertive.</li> </ul>	<ul style="list-style-type: none"> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Talk with others to solve conflicts.</li> </ul>
<b>Reception</b>	<b>Reception</b>	<b>Reception</b>	<b>Reception</b>	<b>Reception</b>	<b>Reception</b>
<ul style="list-style-type: none"> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• See themselves as a valuable individual.</li> </ul>	<ul style="list-style-type: none"> <li>• Express their feelings and consider the feeling of others.</li> <li>• Build constructive and respectful relationships.</li> <li>• Think about the perspective of others.</li> <li>• <b>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ELG</b></li> </ul>	<ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Manage their own needs</li> <li>• <b>Work and play cooperatively and take turns with others. ELG</b></li> <li>• <b>Give focused attention to what the teachers says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas and actions. ELG</b></li> <li>• <b>Explain the reasons for rules, know right from wrong and try to behave accordingly. ELG</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG</b></li> <li>• <b>Form positive attachments to adults and friendships with peers. ELG</b></li> <li>• <b>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ELG</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Show sensitivity to their own and to others' needs. ELG</b></li> </ul>

## Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Getting to Know You!</b>	<b>Let's Explore</b>	<b>Wish you were here</b>	<b>Ready, Steady Grow</b>	<b>Big, Wide World</b>	<b>At the Seaside</b>
<b>Nursery</b>	<b>Nursery</b>	<b>Nursery</b>	<b>Nursery</b>	<b>Nursery</b>	<b>Nursery</b>
<ul style="list-style-type: none"> <li>Pay attention to more than one thing at a time.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Use longer sentences of four to six words.</li> <li>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> </ul>	<ul style="list-style-type: none"> <li>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> <li>Sing a large repertoire of songs.</li> <li>Use a wider range of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Start a conversation with an adult or a friend and continue it for many turns.</li> </ul>	<ul style="list-style-type: none"> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul>	<ul style="list-style-type: none"> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Develop their communication, but may have problems with irregular tenses and plurals, such as 'runned' for 'r'.</li> <li>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words and actions.</li> </ul>
<b>Reception</b>	<b>Reception</b>	<b>Reception</b>	<b>Reception</b>	<b>Reception</b>	<b>Reception</b>
<ul style="list-style-type: none"> <li>Engage in Story times.</li> <li>Understand how to listen carefully and why listening is important.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn new vocabulary.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Use new vocabulary through the day.</li> <li>Engage in non-fiction books.</li> </ul>	<ul style="list-style-type: none"> <li>Use new vocabulary in different contexts.</li> <li>Learn rhymes, poems &amp; songs.</li> <li>Develop social phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li><b>Listen attentively and respond to what they hear with relevant questions, comments and activities when being read to and during whole class discussions and small group interactions. ELG</b></li> <li><b>Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. ELG</b></li> </ul>	<ul style="list-style-type: none"> <li>Details events in some detail.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li><b>Hold conversation when engaged in back-and forth exchanges with their teacher and peers. ELG</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ELG</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Make comments about what they have heard and ask questions to clarify their understanding. ELG</b></li> <li><b>Express their ideas and feelings about their experiences using full sentences, including past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. ELG</b></li> </ul>

## Physical Development



	<ul style="list-style-type: none"> <li>Start eating independently and learning how to use a knife and fork.</li> </ul>			<ul style="list-style-type: none"> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors</li> <li>Show a preference for a dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>Use a comfortable grip with good control when holding pens and pencils.</li> </ul>
<b>Reception</b>	<b>Reception</b>	<b>Reception</b>	<b>Reception</b>	<b>Reception</b>	<b>Reception</b>
<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul>	<ul style="list-style-type: none"> <li><b>Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases.</b> <b>ELG</b></li> </ul>	<ul style="list-style-type: none"> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li><b>Begin to show accuracy and care when drawing.</b> <b>ELG</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases.</b></li> <li><b>Use a range of small tools, including scissors, paint brushes and cutlery .ELG</b></li> </ul>		

## 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.

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Getting to Know You!</b>	<b>Let's Explore</b>	<b>Wish you were here</b>	<b>Ready, Steady Grow</b>	<b>Big, Wide World</b>	<b>At the Seaside</b>
<b>THE NATURAL WORLD</b>					
<b>Nursery</b>	<b>Nursery</b>	<b>Nursery</b>	<b>Nursery</b>	<b>Nursery</b>	<b>Nursery</b>
	<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Talk about the differences between materials and changes they notice.</li> <li>Explore collections of materials with similar and/or different properties.</li> </ul>		<ul style="list-style-type: none"> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<ul style="list-style-type: none"> <li>Show interest in different occupations.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what they see, using a wide vocabulary.</li> </ul>
<b>Reception</b>	<b>Reception</b>	<b>Reception</b>	<b>Reception</b>	<b>Reception</b>	<b>Reception</b>

<ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Understand the effects of changing seasons on the natural world around them.</li> </ul> <p><b>(Autumn Walk)</b></p>	<ul style="list-style-type: none"> <li>• Describe what they see, hear and feel whilst outside.</li> </ul> <p><b>(Light and Dark Ice Investigation)</b></p>		<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants. ELG</li> <li>• Understand some important processes and changes in the natural world around them, including seasons and changing of states of matter. ELG</li> </ul> <p><b>(Forest School &amp; observational drawing)</b></p>	<ul style="list-style-type: none"> <li>• 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. ELG</li> </ul> <p>Name books: <b>(Rainforest &amp; Brazil)</b></p>	
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**PEOPLE, CULTURE & COMMUNITIES**

<b>Nursery</b>	<b>Nursery</b>	<b>Nursery</b>	<b>Nursery</b>	<b>Nursery</b>	<b>Nursery</b>
<ul style="list-style-type: none"> <li>• To continue to develop positive attitudes about the differences between people.</li> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>		<ul style="list-style-type: none"> <li>• To know that there are different countries in the world and talk about the differences that they have experienced or seen in photos.</li> </ul> <p><b>(Stories from around the world and bring in photos from any holidays, pin to world map)</b></p>		<ul style="list-style-type: none"> <li>• Explore how things work.</li> <li>• Explore and talk about different forces they can feel.</li> </ul>	
<b>Reception</b>	<b>Reception</b>	<b>Reception</b>	<b>Reception</b>	<b>Reception</b>	<b>Reception</b>
<ul style="list-style-type: none"> <li>• To talk about members of the immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> </ul> <p><b>(People who help us)</b></p>	<ul style="list-style-type: none"> <li>• Recognise that people have different beliefs and celebrate times in different ways.</li> <li>• Understand that some places are special to members of their community.</li> </ul> <p><b>(Covered in RE)</b></p>	<ul style="list-style-type: none"> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> </ul> <p><b>(Stories from around the World, World maps &amp; Globes to explore, Navigate using simple map e.g. Gruffalo Trail &amp; forest school area).</b></p>		<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ELG</li> <li>• Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and maps (where appropriate). ELG</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences. ELG</li> </ul> <p><b>(Rainforest &amp; Brazil)</b></p>	

**RE –Agreed Staffordshire Syllabus**

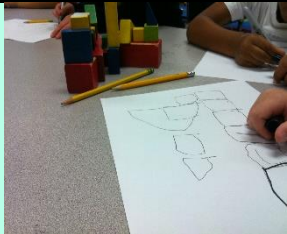





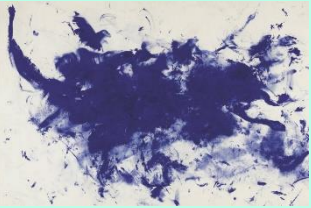

Wet & Windy Harvest for Puddles	Puddles and the Christmas Play	A Wedding Day Wish for Puddles	Puddles and the Happy Easter	The Tiny Ants	Puddles Lends a Paw
<b>PAST AND PRESENT</b>					
Nursery	Nursery	Nursery	Nursery	Nursery	Nursery
Reception	Reception	Reception	Reception	Reception	Reception
			<ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Comment on images of familiar situations in the past.</li> </ul> <p><i>(STORIES FROM THE PAST, (E.G. Once there were Giants) &amp; home, school, transport, toys.)</i></p>	<ul style="list-style-type: none"> <li>• <i>Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG</i></li> <li>• <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ELG</i></li> <li>• <i>Talk about the lives of people around them and their roles in society. ELG</i></li> </ul> <p><i>(Seaside Holidays Punch &amp; Judy)</i></p>	

## EYFS: Expressive Arts & 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.

<b>Getting to Know You!</b>	<b>Let’s Explore</b>	<b>Wish you were here</b>	<b>Ready, Steady Grow</b>	<b>Big, Wide World</b>	<b>At the Seaside</b>
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>CREATING WITH MATERIALS</b>					
Also, through: Story Dough/Scribble Club (Cross-curricular links to Physical Development/Literacy)					
<b>Nursery</b> <b>Drawing and Sketchbooks</b> Take a look	<b>Nursery</b> <b>Drawing and Sketchbooks</b> <b>Surface and Colour</b> Move to the music!	<b>Nursery</b> Working in 3D Mister Maker	<b>Nursery</b> <b>Drawing and Sketchbooks</b> Smile	<b>Nursery</b> <b>Surface and Colour</b> Graffiti	<b>Nursery</b> Working in 3D Our Beautiful Land



 <p>Observational drawing and mark-making</p>	 <p>Mark-making and colour</p>	 <p>Collage - mixed materials Junk modelling</p>	 <p>Self-portraits and portraits of others</p>	 <p>Mark-making –mixing media</p>	 <p>Collage – nature</p>
<ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines and begin to use shapes to represent objects.</li> <li>• Looking closely at objects and observing details (shapes).</li> <li>• Drawing models made from construction blocks.</li> <li>• Introducing and using a wide range of mark-making equipment (chalks, crayons, pencils, tools in sand etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Use marks to represent ideas like movement or loud noises.</li> <li>• Drawing to sound/music/stories.</li> <li>• Represent different emotions/feelings in their drawings through colour (happiness, sadness, fear).</li> </ul> <p>Provision: <a href="#">Homemade Edible Finger Paint</a> <a href="#">  Learning 4 Kids</a></p>	<ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Model effective scissor skills.</li> <li>• Use a rich array of fabrics from a range of cultures and fabrics from home – old clothes.</li> <li>• Cut up pictures of artwork/magazines</li> <li>• Waste craft.</li> <li>• Join different materials and explore different textures.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Mirror work/partner work for observational skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their own ideas and then decide which mark-making materials to use to express them (including spray bottles of paint)</li> <li>• Use paint brushes of different sizes and styles.</li> <li>• Encourage paint alongside crayons, pastels, pens.</li> <li>• Revisit moving to music (Autumn 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring objects outside e.g. pebbles, sticks, leaves (including those from the beach).</li> <li>• Use natural objects to create collage pictures.</li> <li>• Describe collage and take photos.</li> <li>• Learn about an artist for the first time.</li> </ul> <p>Artist: <a href="#">Andy Goldsworthy</a></p> <p>Provision: <a href="#">Soil Art - KidsGardening</a></p>
<b>Drawing Club – cross curricular link Expressive Art/Physical Development/Literacy</b>					
<p><b>Reception</b> <b>Surface and Colour</b> International Klein Blue</p>  <p>Printing Artist: <a href="#">Yves Klein</a></p>	<p><b>Reception</b> <b>Surface and Colour</b> Drip and flick</p>	<p><b>Reception</b> Working in 3D Coils</p>  <p>Clay work: Hand Building</p>	<p><b>Reception</b> <b>Drawing and Sketchbooks</b> Take a second look!</p>	<p><b>Reception</b> Working in 3D Wildlife Heroes</p>	<p><b>Reception</b> Working in 3D Story Land</p>



	 <p>Colour Mixing - Introducing powder paints <b>Artist: Jackson Pollock</b></p>		 <p>Observational Drawing</p>	 <p>Modelling for Purpose</p>	 <p>Collage - mixed materials Junk modelling</p>
<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Using body parts for printing.</li> <li>Use different printing resources to create effects.</li> </ul>	<ul style="list-style-type: none"> <li>Explore colour and colour mixing.</li> <li>Introduce powder paints</li> <li>Create collaborative pieces - sharing ideas, resources and skills.</li> </ul> <p>Provision: <a href="https://bomomo.com/">https://bomomo.com/</a></p>	<ul style="list-style-type: none"> <li>Clay techniques: Pounding, pushing, rolling, squeezing, poking, pinching and twisting.</li> <li>Slab building (no tools)</li> <li>Coil building</li> <li>Scour and slip technique for joining</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them (pinch pots, snail, coil pots, slab picture)</li> </ul>	<ul style="list-style-type: none"> <li>Use magnifiers to look closely at objects – textures and patterns</li> <li>Experiment with different weighted sketching pencils to create shade.</li> <li>Select pencil colours with care</li> <li>Show interest in the drawings of others and describe what they think.</li> </ul> <p>Provision: <a href="#">Paint with petals</a>   <a href="#">Grow Wild</a>   <a href="#">Kew</a></p>	<ul style="list-style-type: none"> <li>Teach rolling techniques with cardboard and paper.</li> <li><b>Safely use and explore a variety of materials (natural), tools and techniques, experimenting with colour, design, texture, form and function. ELG</b></li> <li><b>Share their creations, explaining the process they have used. ELG</b> (Presentation to parents)</li> </ul> <p>See: <a href="#">Make it activities</a>   <a href="#">WWT</a></p>	<ul style="list-style-type: none"> <li>Choose a favourite story or make up a story - record this.</li> <li>Plan/draw props needed for the story e.g. bears chair, house for superhero etc.</li> <li>Use junk modelling/waste craft to make props.</li> <li><b>Use props when role playing characters in narratives and stories. ELG</b></li> </ul>
<b>BEING IMAGINATIVE AND EXPRESSIVE</b>					
Also, through: 'Sing Up' Music Curriculum					
<p style="text-align: center;"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Take part in simple pretend play, using and object to represent something</li> </ul>	<p style="text-align: center;"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Remember and sing entire songs.</li> </ul>	<p style="text-align: center;"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>Play instruments with increasing control to</li> </ul>	<p style="text-align: center;"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> </ul>	<p style="text-align: center;"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Moving and creating a range of popular music.</li> <li>Make choices and listen to other's choices of music</li> <li>Large scale expressive movement to music and dancing outside.</li> </ul>	<p style="text-align: center;"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Create their own songs, or to improvise a song around one they know.</li> <li>Begin to develop complex stories using small world equipment animals sets, dolls and dolls houses etc.</li> </ul>

else even though they are not similar.		express their feelings and ideas.			
<b>Reception</b>	<b>Reception</b>	<b>Reception</b>	<b>Reception</b>	<b>Reception</b>	<b>Reception</b>
<ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and engage in music making and dance, performing solo or in groups.</li> <li>Sing in a group or on their own increasingly matching the pitch and following melody.</li> <li>Develop storylines in their pretend play.</li> </ul>	<ul style="list-style-type: none"> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li><i>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. ELG</i></li> </ul>	<ul style="list-style-type: none"> <li>Develop storylines in their pretend play.</li> </ul>	<ul style="list-style-type: none"> <li><i>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. ELG</i></li> <li><i>Sing a range of well-known nursery rhymes and songs. ELG</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Invent, adapt, and recount narratives and stories with peers and their teacher. ELG</i></li> </ul>

[Help for early years providers : Expressive arts and design \(education.gov.uk\)](http://education.gov.uk)

Literacy					
It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy 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).					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading and Comprehension					
Nursery	Nursery	Nursery	Nursery	Nursery	Nursery
<b>Not in Development Matters</b> <ul style="list-style-type: none"> <li>Turn pages of a book.</li> <li>Enjoy sharing stories.</li> </ul>	<b>Not in Development Matters</b> <ul style="list-style-type: none"> <li>Recognise their own name</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>		<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul>
Reception	Reception	Reception	Reception	Reception	Reception
<ul style="list-style-type: none"> <li>Re-read books to build up confidence in word reading, their</li> </ul>	<ul style="list-style-type: none"> <li>Blends sounds into words, so that they can read short words made</li> </ul>	<ul style="list-style-type: none"> <li>Read simple phrases and sentences made up of words with known letter-sound</li> </ul>	<ul style="list-style-type: none"> <li>Develop storylines in their pretend play.</li> </ul>	<ul style="list-style-type: none"> <li><i>Read aloud simple sentences and books that are consistent with their phonic knowledge,</i></li> </ul>	

fluency and their understanding and enjoyment. • Read individual letters by saying the sounds for them.	up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them.	correspondences and, where necessary, a few exception words. • Read a few common exception words matched to the school's phonic programme. • <b>Anticipate-where appropriate-key events in stories. ELG</b>	• <b>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ELG</b> • <b>Say a sound for each letter in the alphabet and at least 10 diagraphs. ELG</b> • <b>Read words consistent with their phonic knowledge by sound-blending. ELG</b>	including some common exception words. <b>ELG</b> • <b>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG</b>	
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**Writing**

<b>Nursery</b>	<b>Nursery</b>	<b>Nursery</b>	<b>Nursery</b>	<b>Nursery</b>	<b>Nursery</b>
<b>Not in Development Matters</b> • Begin to mark make.			• 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 of all of their name. • Write some letters accurately.	
<b>Reception</b>	<b>Reception</b>	<b>Reception</b>	<b>Reception</b>	<b>Reception</b>	<b>Reception</b>
	• Spell words by identifying the sounds and then writing the sound with letters		• For lower-case and capital letters correctly.	• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Reread what they have written to check that it makes sense.	• <b>Write recognisable letters, most of which are correctly formed. ELG</b> • <b>Spell words by identifying sounds in them and representing the sounds with a letter or letters. ELG</b> • <b>Write simple phrases and sentences that can be read by others. ELG</b>



<ul style="list-style-type: none"> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Subitise.</li> <li>• Count objects, actions and sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue, copy and create repeating patterns.</li> <li>• Compare length, weight and capacity.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Compare length, weight and capacity. (2)</li> <li>• Time (White Rose)</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the composition of numbers to 10.</li> <li>• Compare numbers.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• <b>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. ELG</b></li> <li>• <b>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. ELG</b></li> </ul>	<ul style="list-style-type: none"> <li>• Count beyond ten.</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>• <b>Verbally count beyond 20, recognising the pattern of the counting system.</b></li> <li>• <b>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. ELG</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Subitise (recognise quantities without counting) up to 5. ELG</b></li> <li>• <b>Have a deep understanding of number to 10, including the composition of each number. ELG</b></li> </ul>
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