St. Mary's C.P. School, Kells

Reception LTP and progression map

Our Curriculum Intent

Children in our EYFS department at St. Mary's follow a bespoke curriculum based on the requirements of the Early Years Statutory Framework 2021, the educational programmes within it, the advice and guidance in the Development Matters as well as our whole school community assessment of the barriers our children face, their interests, needs and what they value and enjoy. Using this as a foundation, it has been designed to meet the needs of the children, their parents and wider community that our school serves.

The curriculum consists of seven areas of learning: Communication & Language, PSED, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. We teach children by planning and enabling challenging, playful opportunities in the indoor and outdoor environments, across all areas of learning to develop each individual holistically.

We recognise that all children develop and learn at different rates so our St Mary's curriculum is designed flexibly enough to meet the needs of all individuals. It has been designed and built from the foundations of effective pedagogy based on research of child development, which includes a mix of approaches, sound practitioner knowledge of phases in child development and whole school community involvement to create an overarching curriculum that will be adapted continuously to ensure all needs and interests are met and catered for.

We support individual's learning by applying practitioner pedagogy and knowledge and through skilful interactions and observations, which lead to regular, often immediate, next steps planning and implementation. We also support parents and carers in their child's learning journey and help them to understand the huge positive impact they can have.

The characteristics of effective learning and the foundation of research behind them underpin our curriculum and enhances our pupils' learning. Through an enabling and well-planned environment, we ensure we provide meaningful opportunities for playing and learning, active learning and creating and thinking critically. As children utilise and develop these characteristics they become effective and motivated learners who demonstrate high levels of well-being and involvement.

Overarching Topic Themes and Core Texts

	Baseline – My School, Class and Friends **Animals** *We're going on a bear hunt – Michael Rosen *I want a pet! – Lauran Childs *What the ladybird heard – Julia Donaldson	**Light and Dark** *Dipal's Diwali *All about Bonfire Night *Rama and Sita – The Story of Diwali *Little Glow – Katie Sahota and Harry Woodgate *It was a cold, dark night – Tim Hopwood **Winter and Christmas** *The Nativity Story *Dear Santa – Rod Campbell	**Winter** *Secrets of Winter – Carron Brown *Here Comes Jack Frost – Kazuno Kahara **Space** *Whatever Next – Jill Murphy *Zoom, Rocket, Zoom – Margaret Mayo *Aliens love Underpants! – Claire Freedman *Living in Space – Usborne Beginners	**New Life, Growth and Food** *The Tiny Seed – Eric Carle *Jasper's Beanstalk – Nick Butterworth and Mick Inkpen *Spring – Claire Collinson *Oliver's Vegetables /Oliver's Fruit Salad – Vivienne French *From Egg to Chicken – Camilla de la Beroupe *The Easter Story	**St. George and the Dragon** *St. George and the Dragon – Louie Stowell *Zog – Julia Donaldson **People Who Help Us** *A Superhero like you – Dr Ranj *Topsy and Tim go to hospital – Jean and Gareth Adamson *I'm the fire engine driver – David Semple	**Around the World** *Maisy goes on a plane - Lucy Cousins * My World Your World - by Melanie Walsh *Where in the world – Europe by Shalini Vallepur *A is for Africa - Ifeoma Onyefulu *My boomerang won't come back - Stephen John Peel * Red, White and Boom! - Lee Wardlaw Good Night India - Nitya Khemka
Wider Experiences	Visit from Veterinary Nurse	Muncaster Castle – Christmas in the past trip	Space Party Day National Storytelling Week Safer Internet Day	World Book Day Living Eggs Walby Farm Trip	St. George's Day Parade Whitehaven Fire Station Visit Visit from Paramedic Visit from Nurse	Live Zoom Call with Children in Australia Trip to Seascale – A one day holiday!

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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 - **ELGs**
Listening, Attention and Understanding	Learn new vocabulary. Understand how to listen carefully Understand why listening is so important. Engage in storytimes Listen to and talk about stories to build familiarity and understanding Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs	Make comments about what they have heard Engage in non-fiction books Listen to and talk about selected non fiction to develop a deep familiarity with new knowledge and vocabulary Engage in back-and-forth exchanges with their teachers and peers.	Articulate their ideas and thoughts in well-formed sentences Listen attentively and respond to what they hear with relevant questions, comments and actions Ask questions to find out more and to check they understand what has been said to them.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to	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.	**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	Use new vocabulary through the day. Develop social phrases. Listen to and talk about stories to build familiarity and understanding. Engage in story times. Learn rhymes, poems and songs	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Use new vocabulary in different contexts Articulate their ideas and thoughts in well-formed sentences.	Connect one idea or action to another using a range of connectives Use talk to help work out problems and organise thinking and activities. Use past and present tenses appropriately with support from a grown up	Describe events in some detail Use talk to explain how things work and how they might happen Use future tense appropriately with support from a grown up	Offer explanations for why things might happen, making use of recently introduced vocabulary	**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,**

	Participate in small group and one-to-one discussions	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Participate in small group, class and one-to-one discussions Offer their own ideas				**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 on conjunctions, with modelling and support from their teacher.**

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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 peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.						
Self Regulation	See themselves as a valuable individual Moderate their own feelings socially Understand and follow class rules Use the exploring board appropriately, following the rules Follow the good listening rules - Give focused attention to what the teacher says Follow the visual timetable	Moderate their own feelings emotionally Understand and follow school rules Give focused attention to what the teacher says, responding appropriately Follow instructions with more than one step	Identify and moderate their own feelings socially and emotionally Show understanding of the feelings of others Be able to wait for what I want	Give focused attention to what the teacher says, responding appropriately even when engaged in activity	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions	**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**

	Follow one step instructions					**instructions involving several ideas or actions.**
Managing Self	Show resilience and perseverance in the face of challenge – explicit modelling, teaching, sharing of good examples ('Excellent Explorers' board) Manage their own needs – toileting, handwashing Manage their own needs – coat on and zipped up independently Manage their own needs – shoes on and off, wellies on and off Manage their own needs – outdoor suits on and off Know and talk about the different factors that support their overall health and well being – healthy eating Know and understand the school rules – try to follow them and behave accordingly Create the class rules and try to follow them and behave accordingly	Show resilience and perseverance in the face of challenge - supported Manage their own needs – outdoor suits turned the correct way out and hung appropriately Know and talk about the different factors that support their overall health and well being – having a good sleep routine	Show resilience and perseverance in the face of challenge – building independence Know and talk about the different factors that support their overall health and well being – sensible amounts of screen time (Safer Internet Day)	Manage their own needs – oral health (One Decision link) Know and talk about the different factors that support their overall health and well being – toothbrushing	Know and talk about the different factors that support their overall health and well being – being a good pedestrian/regular physical activity	**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.**
Building Relationships	Build constructive and respectful relationships – baseline setting in, staff and children getting to know each other	Build constructive and respectful relationships – supported Think about the perspectives of others –	Build constructive and respectful relationships – move towards independence Express their feelings and consider the feelings of	Build constructive and respectful relationships – begin to build relationships with Year 1 staff team	Build constructive and respectful relationships – continue to build relationships with Year 1 staff team	Think about the perspectives of others – cultures and communities around the world

	Build constructive and respectful relationships – who are the friends and grown-ups in our class? How we treat others and why - explicit modelling, teaching, sharing of good examples ('Excellent Explorers' board) Think about the perspectives of others – exploring time rules Express their feelings and consider the feelings of others – daily emotion check in (happy and sad) including linking to how others will be feeling after specific actions	other cultures and communities Express their feelings and consider the feelings of others – daily emotion check in (add fear and calm) including linking to how others will be feeling after specific actions	others – daily emotion check in (add anger and loved) including linking to how others will be feeling after specific actions			**Work and play cooperatively and take turns with others.** **Form positive attachments to adults and friendships with peers.** **Show sensitivity to their own and to others needs.**

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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. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.						
Gross Motor	Revise and refine, through planned teaching and continuous provision opportunities, the fundamental movement skills they have already acquired: - Rolling - Crawling - Walking	Progress towards a more fluent style of moving with developing control and grace – ball skills (foot) Further develop and refine a range of ball skills including: kicking, passing	Progress towards a more fluent style of moving with developing control and grace – gymnastics, dance Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor	Progress towards a more fluent style of moving with developing control and grace – multi-skills and agility	Progress towards a more fluent style of moving with developing control and grace – tennis Further develop and refine a range of ball skills including: batting, aiming	Progress towards a more fluent style of moving with developing control and grace – athletics **Negotiate space and obstacles safely with consideration of themselves and others.**

	- Jumping - Running - Hopping - Skipping - Climbing Progress towards a more fluent style of moving with developing control and grace – ball skills (hand) Further develop and refine a range of ball skills including: throwing, catching Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball: throwing and catching Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor - explicit modelling, teaching, sharing of good examples Combine different movements with ease and	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball: kicking and passing Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor – supported Further develop the skills they need to manage the school day successfully - Lining up and queuing (school rules link)	– moving towards independence Combine different movements with ease and fluency – gymnastics, dance Combine different movements with ease and fluency – 2 wheeled bikes, no stabilisers		Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball: batting and aiming	**Demonstrate strength, balance and coordination when playing.** **Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.**

	fluency – trikes pedalling, 2 wheeled balance bikes Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Further develop the skills they need to manage the school day successfully - Lining up and queuing (school rules link)					
Fine Motor	Develop their small motor skills so they can use a range of tools competently, safely and confidently – knives, forks and spoons, paintbrushes, scissors, pencils/pens for supported drawing and early writing/mark making (learning to form letters taught as part of phase 2 phonics s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l plus letters in their name) Specific teach of tripod grasp – modelled, explicit, correct examples shared Further develop the skills they need to manage the school day successfully - Meal times – using knife , fork and spoon	Develop their small motor skills so they can use a range of tools competently, safely and confidently – rolling pins, pencils/pens for developing writing/mark making (learning to form letters taught as part of phase 2 phonics (j, v, w, x, y, z, q) Specific teach of tripod grasp - support Further develop the skills they need to manage the school day successfully - Meal times – using knife , fork and spoon independently and appropriately to cut food up for themselves	Develop their small motor skills so they can use a range of tools competently, safely and confidently – tape dispensers, pencils/pens for independent drawing and mark making Develop the foundations of a handwriting style which is fast, accurate and efficient – specific handwriting lessons (ladder family l, i, u, t, y, j) Specific teach of tripod grasp – move towards independence	Develop their small motor skills so they can use a range of tools competently, safely and confidently – knives for food preparation, hand trowels and forks, dustpan and brush Develop the foundations of a handwriting style which is fast, accurate and efficient – specific handwriting lessons (One armed robot family – n, m, h, k, b, p, r) Further develop the skills they need to manage the school day successfully - Meal times – using knives appropriately to cut food in food preparation activities	Develop their small motor skills so they can use a range of tools competently, safely and confidently – Develop the foundations of a handwriting style which is fast, accurate and efficient – specific handwriting lessons (Curly caterpillar family – c, a, d, e, s, g, f, q, o)	Develop their small motor skills so they can use a range of tools competently, safely and confidently – spoons for spreading Develop the foundations of a handwriting style which is fast, accurate and efficient – specific handwriting lessons (Zigzag monster family – z, v, w, x and capital letters) **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, paintbrushes and cutlery.**

	independently and appropriately to eat					**Begin to show accuracy and care when drawing.**

***On this plan, throughout the Reception year all learning in the specific area of Literacy will be built upon from the previous half term with only the new focus progressive, developmental steps listed *Skilled staff understand what has gone before during the 3 and 4 year old band within the nursery year and will still be promoting and developing these skills across the prime areas despite them not being listed here**						
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).						
Comprehension	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment (3 LWLS sessions – decoding, **prosody and comprehension**) Learn, use and understand recently introduced vocabulary *story link focus Sequence/retell stories – 3 steps, beginning, middle, end Introduction of mystery reader initiative to run all year	Learn, use and understand recently introduced vocabulary *rhymes and poems link focus Use new vocabulary in their play in context	Re-read what they have written to check that it makes sense. Develop storytelling from what has been read to them and what they have experienced Sequence/retell stories – 4 steps, beginning, 2x middle, end	Learn, use and understand recently introduced vocabulary *non-fiction link focus	Sequence/retell stories in more detail	**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	Read individual letters by saying the sounds for them (s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l) Blend sounds into words, so that they can read short words made up of known-	Read individual letters by saying the sounds for them (j, v, w, x, y, z) Read some letter groups that each represent one sound and say sounds for them (ff, ll, ss, zz, qu, ch, sh, th, ng, nk)	Read some letter groups that each represent one sound and say sounds for them (ai, ee, igh, oa, oo, **oo**, ar, or, ur, ow, oi, ear, air, er, dd, mm, tt, bb, rr, gg, pp) Read common exception words matched to the		Read common exception words matched to the school's phonic programme (said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today)	**Say a sound for each letter in the alphabet and at least 10 digraphs** **Read words consistent with their phonic knowledge by sound-blending**

	letter sound correspondences. Read common exception words matched to the school's phonic programme (is, the, I) Read simple phrases made up of words with known-letter sound correspondences Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment (3 LWLS sessions – **decoding**, prosody and comprehension)	Read common exception words matched to the school's phonic programme (as, and, has, his, her, go, no, to, into, she, he, of, we, me, be) Read simple phrases and sentences made up of words with known-letter sound correspondences and where necessary, a few exception words.	school's phonic programme (was, you, they, my, by, all, are, sure, pure)			**Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words**
Writing	Form lower case letters appropriately – beginnings of this through phonics - LWLS mnemonics (s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l plus letters in their name) Form capital letters appropriately – capital at the start of their name Write their name Write cvc words with support	Form lower case letters appropriately – beginnings of this through phonics - LWLS mnemonics (j, v, w, x, y, z, q) Spell words by identifying the sounds and then writing the sound with letter/s – see sounds learned in phonics (cvc single letters plus cvc including digraphs) Write cvc words independently and short phrases/sentences with support	Form lower case letters appropriately –specific handwriting lessons- LWLS mnemonics (ladder family l, i, u, t, y, j) Spell words by identifying the sounds and then writing the sound with letter/s – (cvc including digraphs/trigraphs taught this half term and previously, plus longer words) Write short words independently and short phrases/sentences with increasing independence	Form lower case letters appropriately –specific handwriting lessons - (One armed robot family – n, m, h, k, b, p, r) Spell words by identifying the sounds and then writing the sound with letter/s – (words with two or more digraphs, longer words, words ending in –ing, compound words, words with s in the middle /z/ s words ending –s words with –es at end /z/.) Write short sentences with words with known sound-letter correspondences	Form lower case letters appropriately –specific handwriting lessons - (Curly caterpillar family – c, a, d, e, s, g, f, q, o) Spell words by identifying the sounds and then writing the sound with letter/s - short vowels CVCC/CCVC/CCVCC/ CCCVC/CCCVCC, compound words, root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est Write short sentences with words with known sound-letter correspondences	Form lower case and capital letters appropriately –specific handwriting lessons -(Zigzag monster family – z, v, w, x and capital letters) Spell words by identifying the sounds and then writing the sound with letter/s -long vowel sounds CVCC/CCVC/CCCVC/CCV/ CCVCC Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words, root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est

					using a capital letter and full stop	**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.**

***On this plan, throughout the Reception year all learning in the specific area of Mathematics will all progressive, developmental steps will be listed in the term they are covered and then subsequently revisited** ***Skilled staff understand what has gone before during the 3 and 4 year old band within the nursery year and will still be promoting and developing these skills across the prime areas despite them not being listed here**				
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 not be afraid to make mistakes.				
Number	Count objects, actions and sounds. Subitise Link the number symbol (numeral) with its cardinal number value Understand the 'one more than/one less than' relationship between consecutive numbers Explore the composition of numbers to 10	Count objects, actions and sounds. Subitise Link the number symbol (numeral) with its cardinal number value 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	Count objects, actions and sounds. Subitise 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	**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	Compare Numbers	Count beyond 10	Count beyond 10	**Verbally count beyond 20, recognising the**

	Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Continue, copy and create repeating patterns. Compare length, weight and capacity	Compare Numbers Doubles, odds and evens Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compare length, weight and capacity 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.	Doubles, odds and evens, sharing equally Select, rotate and manipulate shapes in order 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 Compare length, weight and capacity	**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.**

***On this plan, throughout the Reception year all learning in the specific area of Understand the World all progressive, developmental steps will be listed in the term they are covered and then subsequently revisited** ***Skilled staff understand what has gone before during the 3 and 4 year old band within the nursery year and will still be promoting and developing these skills across the prime areas despite them not being listed here**						
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.						
Past and Present		Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.		Comment on images of familiar situations in the past. Talk about lives of people around them and their roles in society	**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.**
People, Culture and Communities	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Talk about members of their immediate family and community. Understand that some places are special to		Recognise that people have different beliefs and celebrate special times in different ways.	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Understand that some places are special to members of their community.

	Draw information from a simple map	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				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 Draw information from a simple map **Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.** **Know some similarities and differences between different religions 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	Explore the natural world around them Make observations and pictures of animals in the natural world	Describe what they see, hear and feel outside Understand the effect of changing seasons on the	Describe what they see, hear and feel outside Understand the effect of changing seasons on the	Describe what they see, hear and feel outside Understand the effect of changing seasons on the	Understand some important process and changes in the natural world around them, including changing states of matter.	**Explore the natural world around them, making observations and drawing pictures of animals and plants.**

		natural world around them.	natural world around them. Understand some important process and changes in the natural world around them, including the seasons and changing states of matter. Recognise some environments that are different to the one in which they live. 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.	natural world around them. Understand some important process and changes in the natural world around them, including the seasons and changing states of matter. 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 process and changes in the natural world around them, including the seasons and changing states of matter.**
***On this plan, throughout the Reception year all learning in the specific area of Expressive Arts and Design all progressive, developmental steps will be listed in the term they are covered and then subsequently revisited** ***Skilled staff understand what has gone before during the 3 and 4 year old band within the nursery year and will still be promoting and developing these skills across the prime areas despite them not being listed here**						
Expressive Arts and Design						
Creating with Materials	Explore, use and refine a variety of artistic effects to express their ideas and feelings – paint (colour mixing), observational drawing, mixed media masks Create collaboratively sharing ideas, resources and skills	Explore, use and refine a variety of artistic effects to express their ideas and feelings – paint (blow painting), clay sculpture, collage, printing Return to and build on their previous learning, refining ideas and developing their ability to represent them – 1-1 discussion – Excellent Explorers	Explore, use and refine a variety of artistic effects to express their ideas and feelings – paint (colour wash), clay sculpture, 3D modelling Return to and build on their previous learning, refining ideas and developing their ability to represent them – group discussion/focus - Excellent Explorers	Explore, use and refine a variety of artistic effects to express their ideas and feelings – collage, 3D modelling, observational drawing (pastels, chalk, pencil) Return to and build on their previous learning, refining ideas and developing their ability to represent them – move to independence	Explore, use and refine a variety of artistic effects to express their ideas and feelings - observational drawing with detail, pencil and pencil crayon, 3D modelling/sculpture Return to and build on their previous learning, refining ideas and developing their ability to represent them – independently	Explore, use and refine a variety of artistic effects to express their ideas and feelings - printing, 3D modelling, painting **Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.**

		Create collaboratively sharing ideas, resources and skills	Create collaboratively sharing ideas, resources and skills	Create collaboratively sharing ideas, resources and skills	Create collaboratively sharing ideas, resources and skills	**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	Listen attentively, move to and talk about music, expressing their feelings and responses – Old MacDonald with percussion Explore and engage in music making and dance, performing solo or in groups. (Old MacDonald) Develop storylines in their pretend play – domestic role play, vets	Listen attentively, move to and talk about music, expressing their feelings and responses – Diwali Dance unit Christmas play songs 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 – Christmas play songs Develop storylines in their pretend play – domestic role play (Diwali and Christmas celebrations) Explore and engage in music making and dance, performing solo or in groups.	Listen attentively, move to and talk about music, expressing their feelings and responses – The Planets' Suite and Just Dance Space Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. (Space – Just Dance) Develop storylines in their pretend play – domestic role play including travelling to the moon (Whatever Next), space vehicles Develop storytelling from what has been read to them and what they have experienced _ National Storytelling Week link	Listen attentively, move to and talk about music, expressing their feelings and responses – 5 little chicks, sensory song performance Sing in a group or on their own, increasingly matching the pitch and following the melody – 5 little chicks sensory song Develop storylines in their pretend play – domestic role play (Shrove Tuesday and Easter celebrations), garden centre	Listen attentively, move to and talk about music, expressing their feelings and responses – The National Anthem (Jubilee and then Coronation plus coronation anniversary each year.) Sing in a group or on their own, increasingly matching the pitch and following the melody – The National Anthem Develop storylines in their pretend play – domestic role play, St. George and the Dragon, fire station, hospital	Develop storylines in their pretend play – domestic role play, airport Explore and engage in music making and dance, performing solo or in groups. (Kookaburra performance) **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.**