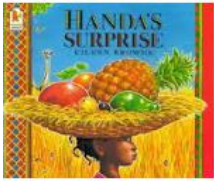


Blue= observation checkpoints

BRENTNALL COMMUNITY PRIMARY SCHOOL PLANNING NURSERY YEARLY CURRICULUM OVERVIEW

	CYCLE 1 wb 12/9	CYCLE 2 wb 21/11	CYCLE 3 wb 13/2	CYCLE 4 wb 8/5				
BOOK	<p>Nursery rhymes</p> <p>Racing to English</p>  <p>The Animal Boogie Debbie Harter</p>	 <p>Handa's Surprise Eileen Browne</p>	 <p>Hooray for Fish! Lucy Cousins</p>	 <p>Here's a Little Poem Jane Yolen</p>	 <p>The Gigantic Turnip Alexsey Nikolayevich & Levin Kipnis</p>	 <p>Jabari Tries Gaia Cornwall</p>	 <p>The Train Ride June Crebbin</p>	
COVERAGE/WRITING OPPORTUNITIES	<p>Nursery Rhymes</p> <p>Language acquisition</p>	<p>Story</p> <p>Actions and movement</p>	<p>Story</p> <p>Contrasting Part of the World/Culture</p> <p>Lists</p>	<p>Story/picture book/</p> <p>Animals</p> <p>Initial sounds</p> <p>Labelling fish</p>	<p>Poetry</p> <p>Write some letters accurately</p> <p>Initial sounds</p>	<p>Story</p> <p>Traditional Tale</p> <p>Group recipe</p> <p>Group instructions</p>	<p>Story</p> <p>Family</p> <p>Plan of models</p> <p>Name writing</p>	<p>Story</p> <p>Vehicles</p> <p>Labels</p> <p>Initial sounds</p> <p>Story map</p>

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CELEBRATIONS/
FESTIVALS

Harvest

- Food is collected to share with those who need it.
- Fruit and vegetables are harvested.

Halloween

- It is celebrated in October.
- People celebrate by dressing up, going trick or treating and decorating their houses. You must always stay with an adult.

Diwali

- It is celebrated by Hindus and Sikhs.
- Listen to the Diwali story.
- People celebrate by decorating their homes with lights, giving gifts and setting off fireworks.
- Rangoli patterns.

Bonfire Night

- It is celebrated in November.
- It is celebrated by lighting bonfires, fireworks and sparklers.

Remembrance Day

- It is celebrated in November.
- It is celebrated to remember the soldiers who fought in wars to keep us safe.

Christmas

- Christmas Day is in December.
- It is a Christian festival celebrating the birth of Jesus.
- It is celebrated by giving cards, gifts, putting up decorations and singing carols (songs).
- Listen to The Christmas Story.

Chinese New Year

- It is China's most important festival.
- Each year is named after a different animal.
- China is a different country, far away from where we live.

Easter

- It is an important festival for Christians.
- It celebrates Jesus rising from the dead.
- Easter eggs are given.
- Listen to The Easter Story.

King Charles III Coronation

- King Charles is the new King of England.
- He was Queen Elizabeth's son.
- He became King when The Queen died.

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<p>TRIP/WOW* MOMENT (will be added to throughout the year)</p>	<p>Halloween Movie Night</p>	<p>Visit local library</p>	<p>Visit from grandparent</p>	<p>Dress as a King or Queen day Visit from police officer/PCSO Train station/miniature train ride/transport museum</p>
<p>PARENTAL INVOLVEMENT (will be added to throughout the year)</p>	<p>Reading meeting/workshop Parent's evening Harvest Assembly Project homework</p>	<p>Christmas nativity Project homework</p>	<p>Project homework Parent's evening Easter bonnet parade</p>	<p>Project homework Sports Day</p>
<p style="text-align: center;">British Values</p> <p style="text-align: center;">British Values in the Early Years are explored in ways that are meaningful to young children. At Brentnall these fundamental values form part of all areas of our curriculum. Outlined below are the key areas we ensure children have experience, knowledge and understanding of.</p>				
<p>BRITISH VALUES</p>	<p style="text-align: center;">Democracy</p> <p>Children know:</p> <ul style="list-style-type: none"> • They can vote for what they want e.g. their favourite story/rhyme. • They have a choice. • They are part of a family. • They are part of a class/school. 	<p style="text-align: center;">Democracy</p> <p>Children know:</p> <ul style="list-style-type: none"> • School is a safe place to share ideas and make mistakes. • Their views and opinions matter 	<p style="text-align: center;">Democracy</p> <p>Children know:</p> <ul style="list-style-type: none"> • They can make decisions as a group. 	<p style="text-align: center;">Democracy</p> <p>Children know:</p> <ul style="list-style-type: none"> • How to value each other's views.

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<p>The Rule of Law</p> <p>Children know:</p> <ul style="list-style-type: none"> • We have rules and they are fair so everyone is happy and safe. 	<p>The Rule of Law</p> <p>Children know:</p> <ul style="list-style-type: none"> • Actions have consequences. • Ways to keep themselves safe. 	<p>The Rule of Law</p> <p>Children know:</p> <ul style="list-style-type: none"> • How to resolve conflict appropriately. • Actions are always followed through e.g. requests are responded to. 	<p>The Rule of Law</p> <p>Children know:</p> <ul style="list-style-type: none"> • How to take turns, share and cooperate. • Right from wrong.
<p>Individual Liberty</p> <p>Children know:</p> <ul style="list-style-type: none"> • They can celebrate their personal achievements. • They can ask questions and they will be valued and respected. 	<p>Individual Liberty</p> <p>Children know:</p> <ul style="list-style-type: none"> • How to take on challenge, risk and responsibility. 	<p>Individual Liberty</p> <p>Children know:</p> <ul style="list-style-type: none"> • How to use taught vocabulary to explore their thoughts and feelings. • How to be independent. 	<p>Individual Liberty</p> <p>Children know:</p> <ul style="list-style-type: none"> • They can express their own views. • Others may have a different view.
<p>Mutual Respect and Tolerance of Different Faiths and Beliefs</p> <p>Children know:</p> <ul style="list-style-type: none"> • People have similarities and differences. 	<p>Mutual Respect and Tolerance of Different Faiths and Beliefs</p> <p>Children know:</p> <ul style="list-style-type: none"> • We respect different faiths, cultures and views and ethnicities. 	<p>Mutual Respect and Tolerance of Different Faiths and Beliefs</p> <p>Children know:</p> <ul style="list-style-type: none"> • About other communities and ways of life. 	<p>Mutual Respect and Tolerance of Different Faiths and Beliefs</p> <p>Children know:</p> <ul style="list-style-type: none"> • They are part of a wider community.

Overarching principles

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS

curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.

PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of 'Learning through play'. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Blue= observation checkpoints

Communication and Language

Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, WellComm sessions, Helicopter Stories and modelling. Key vocabulary is used throughout all adult-led and continuous provision activities.

See WellComm plans for progression through sections.

PRIME AREA	Children will understand a question or instruction that has two parts, such as "Get your coat and wait at the door".	Children will enjoy listening to longer stories and can remember much of what happens.	Children will know many rhymes.	Children will understand 'why' questions.
	Children will pay attention to more than one thing at a time.	Children will start a conversation with adults or peers and continue for many turns.	Children will be able to talk about familiar books and be able to tell a long story.	Children will sing a large repertoire of songs.
	Children will use longer sentences of four to six words.	Children will use a wider range of vocabulary and develop their pronunciation. They will use talk to organise themselves and their play.	Children will be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	Children will use sentences joined up with words like 'because', 'or' & 'and.'
	Children will develop their communication, using tenses (some irregular tenses and plurals may be difficult).			

Skills and knowledge

The statements outlined below show the coverage of vital skills and knowledge taught per term. This will also support appropriate ongoing and termly assessment.

Autumn 1	Spring 1	Summer 1
<p>Children can:</p> <ul style="list-style-type: none"> Shift from one task to another, using their name to obtain attention if needed. Recall key moments from the PoR stories covered. Follow simple key instructions given in class, most of the time. Talk in short sentences. 	<p>Children can:</p> <ul style="list-style-type: none"> Retain and use the vocabulary they have learnt to speak in longer sentences, beginning to use the correct tenses. Use these longer sentences independently in play and when explaining thoughts and ideas. (4 to 6 words) Follow two-part instructions most of the time. Sing most of the rhymes from the Brentnall Poetry Curriculum, as well as others taught. 	<p>Children can:</p> <ul style="list-style-type: none"> Consolidate and apply what they have learnt so far. Say what they do and don't like and give reasons. Give a point of view when discussing a story or topic. Use both words and/or actions when expressing a point of view.
Autumn 2	Spring 2	Summer 2
<p>Children can:</p> <ul style="list-style-type: none"> Confidently start, and hold, a conversation with peers and staff in nursery using simple sentences that can be understood by others. Retain and then use some taught vocabulary (see vocabulary spines) in context, with increasingly clear/clearer pronunciation. Sing two of the rhymes from the Brentnall Poetry Curriculum (Row, Row, Row your Boat & Baa Baa Black Sheep), as well as others taught. 	<p>Children can:</p> <ul style="list-style-type: none"> Talk at length about the books covered. Tell a long story, recalling a familiar story or a story relating to their real life. Say what they do and don't like. 	<p>Children can:</p> <ul style="list-style-type: none"> Sing all of the rhymes from the Brentnall Poetry Curriculum, as well as others taught. Answer a simple 'why' questions based on the PoR story and during play interactions. Use longer sentences, beginning to include conjunctions such as 'because', 'or' and 'and.' Ask and answer questions using relevant/taught vocabulary. Use future and past tense accurately e.g. "I am going" and "I went."

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Personal, Social and Emotional Development			
Children develop their personal, social and emotional skills throughout the year through effective modelling, circle times, social stories, diversity stories and scaffolding from adults on how to resolve conflict.			
PRIME AREA	<p>Children will select and use activities and resources, with help when needed.</p> <p>Children will talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Children will develop appropriate ways of being assertive.</p> <p>Children will show more confidence in new social situations.</p> <p>Children will play with one or more other children, extending and elaborating play ideas.</p> <p>Children will take turns and understand 'yours' and 'mine.'</p>	<p>Children will be increasingly independent in meeting their own care needs.</p> <p>Children will develop their sense of responsibility and membership of a community.</p> <p>Children will become more outgoing with unfamiliar people, in the safe context of their setting.</p>	<p>Children will increasingly follow rules, understanding why they are important.</p> <p>Children will make healthy choices about food, drink, activity and toothbrushing.</p> <p>Children will begin to talk with others to solve conflicts.</p> <p>Children will understand gradually how others might be feeling.</p>
<p style="text-align: center;">Skills and knowledge</p> <p style="text-align: center;">The statements outlined below show the coverage of vital skills and knowledge taught per term. This will also support appropriate ongoing and termly assessment.</p>			

Remember rules without needing an adult to remind them.

Find solutions to conflicts and rivalries.

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<p style="text-align: center;">Autumn 1</p> <p>Children can:</p> <ul style="list-style-type: none"> • Share or take turns with others, with adult guidance and understand 'yours' and 'mine.' • Spend a while engaging in an activity. • Separate from main carer with confidence. • Say they are in 'Bears' class and/or 'nursery.' • Begin to follow the class routines and rules. • Can choose their preferred snack/lunch from a selection. • Say when they are 'happy' or 'sad.' 	<p style="text-align: center;">Spring 1</p> <p>Children can:</p> <ul style="list-style-type: none"> • Begin to negotiate solutions and conflicts. • Recognise how others might be feeling, including; 'happy', 'sad', 'worried' and 'angry.' • Say why we have some rules; e.g. to keep safe or to be fair. • Begin to brush their teeth. <p style="text-align: center;">Spring 2</p> <p>Children can:</p> <ul style="list-style-type: none"> • Play alongside others. • Wash hands independently. • Brush teeth successfully. • Say when we brush teeth at home; morning and night. • Begin to speak up for themselves in a way which is respectful e.g. saying how they feel, asking for what they want or need. 	<p style="text-align: center;">Summer 1</p> <p>Children can:</p> <ul style="list-style-type: none"> • Consolidate and apply what they have learnt so far. • Follow the class rules and routines, most of the time, with little or no adult reminders. • Talk to others to solve conflict. <p style="text-align: center;">Summer 2</p> <p>Children can:</p> <ul style="list-style-type: none"> • Negotiate solutions and conflict in their play. • Use the toilet independently with no accidents almost all of the time. • Say why we brush our teeth and; wash our hands. • Think of new ideas to solve conflict and rivalries.
<p style="text-align: center;">Autumn 2</p> <p>Children can:</p> <ul style="list-style-type: none"> • Use the toilet with very few accidents. • Begin to brush their teeth. • Wash hands with support if needed. • Follow the class routines and rules (with adult reminders), most of the time, and predict what is coming next e.g. washing hands for lunch, so knowing to line up at the door once finished. • Look after the resources in class and know where to put them to tidy up. • Say when they are 'angry' or 'worried.' • Play confidently with others, taking turns. 		

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Physical Development

Children improve their gross and fine motor skills daily by engaging in a range of activities, such as: different Funky Fingers activities (e.g. threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco (see dough disco progression document), sports coach sessions and having a challenging outdoor environment.

PRIME AREA	Children will use one-handed tools and equipment, for example, making snips in paper with scissors.	Children will increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Children will skip, hop, stand on one leg and hold a pose.	Match their developing physical skills to tasks and activities in the setting.
	Children will show a preference for a dominant hand.	Children will start taking part in some group activities which they make up for themselves, or in teams.	Children will collaborate with others to manage large items.	Be increasingly independent as they get dressed and undressed, focusing on putting on their own coat and doing up the zip.
	Children will continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Children will choose the right resources to carry out their own plan.	Children will begin to hold a pencil in a comfortable grip.	Use a comfortable, tripod, grip with good control when holding pens and pencils.
	Children will use large-muscle movements to wave flags and streamers, paint and make marks.			

Skills and knowledge

The statements outlined below show the coverage of vital skills and knowledge taught per term. This will also support appropriate ongoing and termly assessment.

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<p style="text-align: center;">Autumn 1</p> <p>Children can:</p> <ul style="list-style-type: none">● Sit on the carpet with legs crossed.● Begin to use a range of equipment, showing some control e.g. scissors, pencils, paintbrushes.● Show a preference for a dominant hand when mark making.● Show control and a good ability when making large movements. <p style="text-align: center;">Autumn 2</p> <p>Children can:</p> <ul style="list-style-type: none">● Begin to select their own resources to carry out a plan.● Begin to put on their own coat, with support where needed.● Take off their own coat.● Kick a ball.● Begin to show a good ability when riding a trike/scooter.● Begin to use a knife and fork with control.	<p style="text-align: center;">Spring 1</p> <p>Children can:</p> <ul style="list-style-type: none">● Begin to skip and hop.● Work as a team to carry something large.● Remember a sequence of movements to a nursery rhyme.● Take part in a group activity, contributing to the 'rules' of the activity. <p style="text-align: center;">Spring 2</p> <p>Children can:</p> <ul style="list-style-type: none">● Select their own resources to carry out a plan in a small group.● Stand on one leg to hold a pose.● Use a pencil in a controlled way, using a comfortable grip.	<p style="text-align: center;">Summer 1</p> <p>Children can:</p> <ul style="list-style-type: none">● Consolidate and apply what they have learnt so far.● Put on and take off their coat independently.● Show progression towards a tripod grip.● Put on and remove their coat independently.● Ride a trike/scooter with confidence. <p style="text-align: center;">Summer 2</p> <p>Children can:</p> <ul style="list-style-type: none">● Begin to do their own zip.● Show confidence in skipping, hopping and standing on one leg to hold a pose.● Begin to do a zip.● Begin to use a three finger tripod grip.● Use a knife and fork effectively when eating.
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Literacy

Literacy skills are a running thread throughout adult-led lessons and continuous provision opportunities & interactions. We aim for all children to follow the RWI programme and use their developing skills to start their journey into reading and writing. Following the Power of Reading scheme allows children to explore books in imaginative ways. The books are a starting point for conversation and learning opportunities, the children's interests and skills allow for further planning and exploration.

SPECIFIC AREA	<p>Children will give meaning to their marks and can begin to explain what it is.</p> <p>Children will show an enjoyment for books and choose a favourite book.</p> <p>Children will begin to imitate the act of writing in response to watching an adult write.</p>	<p>Children will engage in extended conversations about stories, learning new vocabulary.</p> <p>Children will make marks symbolically for multiple purposes, such as to tell stories, record what they can see and express emotions and ideas.</p> <p>Children will understand the difference between drawing and writing.</p> <p>Children will understand that print has meaning - we read English text from left to right and from top to bottom- the names of the different parts of a book- page sequencing.</p>	<p>Children will 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</p> <p>Children 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.</p>	<p>Recognise set 1 sounds.</p> <p>Begin to use the sounds to read simple words.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Children will 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.</p>

Skills and knowledge

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Blue= observation checkpoints

<p style="text-align: center;">Autumn 1</p> <p>Children can:</p> <ul style="list-style-type: none">• Answer closed questions.• Know and respond to the hand signal 'MTYT.'• Draw a picture and tell an adult what it is.• Children will choose a book to read. <p style="text-align: center;">Autumn 2</p> <p>Children can:</p> <ul style="list-style-type: none">• 'Write' by repeating one mark or a series of repeated shapes.• Answer open questions.• Know and respond to the hand signal 'TTYP.'• Engage in back and forth conversations about stories using taught vocabulary.• Begin to know the difference between reading and writing.• Know the story title 'Each Peach Pear Plum.'	<p style="text-align: center;">Spring 1</p> <p>Children can:</p> <ul style="list-style-type: none">• Make clockwise and anticlockwise rotational movements.• Choose between two words to describe a picture.• Begin to sequence a story.• Begin to know we read the stories from left to right and top to bottom. <p style="text-align: center;">Spring 2</p> <p>Children can:</p> <ul style="list-style-type: none">• Make marks that begin to resemble letters.• Copy a sentence said by an adult using key vocabulary chosen (building sentences orally RWI booklet).• Begin to clap the syllables in a word.	<p style="text-align: center;">Summer 1</p> <p>Children can:</p> <ul style="list-style-type: none">• Consolidate and apply what they have learnt so far.• Begin to write some letters in their name.• Make up stories using MTYT (make up stories RWI booklet).• Understand the 5 key concepts of print. <p style="text-align: center;">Summer 2</p> <p>Children can:</p> <ul style="list-style-type: none">• Write their own name with adult support when needed.• Begin to write initial sounds in words.• Clap syllables in words.
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Mathematics

Children gain a basic understanding of mathematics in nursery, learning key skills. The mathematical opportunities offered mean children have a solid base for their mathematical learning in school. This progressive plan throughout school supports the children with their mathematical thinking and understanding. Children's interests and next steps are always considered when planning and providing continuous provision opportunities.

SPECIFIC AREA	<p>Children will 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.</p>	<p>Children will develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Children will recite numbers past 5.</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>Children will compare quantities using language: 'more than', 'fewer than'.</p>
	<p>Children will extend and create ABAB patterns – stick, leaf, stick, leaf.</p>	<p>Children will know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p>	<p>Children will describe a familiar route.</p>	<p>Solve real world mathematical problems with numbers up to 5.</p>
	<p>Children will experiment with their own symbols and marks.</p>	<p>Children will experiment with their own symbols and marks as well as numerals.</p>	<p>Children will select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p>	<p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p>
		<p>Children will show 'finger numbers' up to 5.</p> <p>Children will say one number for each item in order: 1,2,3,4,5.</p> <p>Children will make comparisons between objects relating to size.</p>	<p>Make comparisons between objects relating to weight, capacity and length.</p> <p>Children will notice and correct an error in a repeating pattern.</p> <p>Children will combine shapes to make new ones – an arch, a bigger triangle etc.</p>	<p>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'.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Children will understand position through words alone – for example, "The bag is under the table," – with no pointing.</p>

Skills and knowledge

The statements outlined below show the coverage of vital skills and knowledge taught per term. This will also support appropriate ongoing and termly assessment.

<p style="text-align: center;">Autumn 1</p> <p>Children can:</p> <ul style="list-style-type: none">● Recognise colours: red, blue, yellow, green and purple.● Match numbers, shapes and patterns.● Sort based on colour, size and shape.● Have a good understanding of the number 1: subitise, count and recognise numeral. <p style="text-align: center;">Autumn 2</p> <p>Children can:</p> <ul style="list-style-type: none">● Have a good understanding of the number 2: subitise, count and recognise numeral.● Extend an AB colour pattern.● Begin to extend an ABC colour pattern.	<p style="text-align: center;">Spring 1</p> <p>Children can:</p> <ul style="list-style-type: none">● Have a good understanding of the number 3: subitise, count and recognise numeral.● Have a good understanding of the number 4: subitise, count, composition and recognise numeral.● Have a good understanding of the number 5: subitise, count, composition and recognise numeral.● Begin to recognise and name a triangle, square, rectangle and pentagon. <p style="text-align: center;">Spring 2</p> <p>Children can:</p> <ul style="list-style-type: none">● Count up to 6 on a tens frame.● Talk about height and length using vocabulary; tall, short and long.● Begin to show an understanding of mass.● Begin to show an understanding of capacity.	<p style="text-align: center;">Summer 1</p> <p>Children can:</p> <ul style="list-style-type: none">● Consolidate and apply what they have learnt so far.● Use language more than/fewer than.● Begin to use the language one more and one less.● Begin to recognise 3D shapes look different than 2D shapes. <p style="text-align: center;">Summer 2</p> <p>Children can:</p> <ul style="list-style-type: none">● Recognise the difference between day and night.● Order their day at nursery, including some of the following; register, play, lunch, carpet, play, home time.● Begin to use some positional language.
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Understanding the World

The books covered in Nursery will support children's development in this area. All activities support children's curiosity and exploration. Our curriculum ensures children are exposed to knowledge and experiences to develop a solid foundation as their skills progress.

SPECIFIC AREA	<p>Past and Present (History) Children will understand they used to be a baby and things happened before they started school.</p> <p>People, Culture and Communities (Geography) Children will begin to understand some places look different than where we live.</p> <p>The Natural World (Science) Children will use all their senses in hands-on exploration of natural materials. Children will explore collections of materials with similar and/or different properties. Children will explore and talk about different forces they can feel. Children will talk about the differences between materials and changes they notice.</p>	<p>Past and Present (History) Children will begin to make sense of their own life-story and family's history.</p> <p>People, Culture and Communities (Geography) Children will know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>The Natural World (Science) Children will talk about what they see, using a wide vocabulary. Children will explore how things work.</p>	<p>Past and Present (History) Children will know about the past through settings, characters & events and will be able to compare and contrast.</p> <p>People, Culture and Communities (Geography) Children will continue developing positive attitudes about the differences between people.</p> <p>The Natural World (Science) Children will plant seeds and care for growing plants. Children will understand the key features of the life cycle of a plant and an animal.</p>	<p>Past and Present (History) Talk about events from their own lives and talk about past learning in nursery.</p> <p>People, Culture and Communities (Geography) Children will show interest in different occupations.</p> <p>The Natural World (Science) Children will begin to understand the need to respect and care for the natural environment and all living things.</p>
	<p>Computing: Children will show an interest in technological toys.</p>	<p>Computing: Children will seek to acquire basic skills in turning on and operating equipment.</p>	<p>Computing: Children will show skills in making toys work by pressing parts to achieve an effect.</p>	<p>Computing: Children will know how to operate simple equipment.</p>

Blue= observation checkpoints

RE			<p>F1 Which stories are special and why?</p> <ul style="list-style-type: none"> • Know what a bible is. • Listen to religious stories. • Recognise and begin to use some religious words: God, Bible, prayer, messenger, Muhammad, Angel. • Identify their own feelings in response to stories. 	<p>F2 Which people are special and why?</p> <ul style="list-style-type: none"> • Talk about people who are special and why. • Begin to talk about what makes people in the local community special. • Listen to a begin to recall a story about Sikhism. • Listen to and begin to recall the story of feeding the 5000.
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Skills and knowledge

The statements outlined below show the coverage of vital skills and knowledge taught per term. This will also support appropriate ongoing and termly assessment.

<p style="text-align: center;">Autumn 1</p> <p>Children can:</p> <ul style="list-style-type: none"> • Say things happened when they were a baby i.e. I went in a pram, dummy, cot etc. and/or key events/birthdays. • Notice the difference between where we live and where the wild animals in The Animal Boogie live when looking at pictures. • Name some natural materials; conker, leaf, pebble, stone, stick. <p style="text-align: center;">Autumn 2</p> <p>Children can:</p> <ul style="list-style-type: none"> • Make sense of their own life using family photos. • Use toys such as walkie talkies and remote control cars in their play. • Talk about how fruits taste and smell, using newly introduced vocabulary. • Say there is a country called Africa that is far away. • Begin to talk about how some places in Africa are different from where we live. • Talk about the clothes you wear when it is cold (begin to use the language 'Winter') • Notice ice melting and use the word 'melt.' 	<p style="text-align: center;">Spring 1</p> <p>Children can:</p> <ul style="list-style-type: none"> • Name some of the underwater animals from the story. • Talk about their home and community life in response to a poem. • Understand some things happened in the past by communicating with older members of the community. • Unlock and then find the camera app on an ipad/ipod. <p style="text-align: center;">Spring 2</p> <p>Children can:</p> <ul style="list-style-type: none"> • Plant cress seeds, comment on how they have grown (simple life cycle- seed, grow, cress) and say we need to give them water. • Comment on the life cycle of a chick, beginning to use vocab; egg, hatch, chick. • Begin to use the language 'Spring.' • Talk about similarities and differences between people i.e. size, eye colour, hair colour, gender. 	<p style="text-align: center;">Summer 1</p> <p>Children can:</p> <ul style="list-style-type: none"> • Consolidate and apply what they have learnt so far. • Talk about past books they have read in nursery, using displays to support. • Know people invented things; cars were invented a long time ago. • People in the community have many different jobs; police officer, fireperson, driver, post person. • Know we live in Salford and school is in Salford. <p style="text-align: center;">Summer 2</p> <p>Children can:</p> <ul style="list-style-type: none"> • Select an app on an ipad, engaging with the app in an age-appropriate way. • Talk about past learning in nursery, using the learning journey display to support where needed. • Know we don't drop litter and why. • Begin to show an understanding of the word 'recycle' by putting fruit in a compost bin and/or paper in a paper bin. • Talk about the clothes you wear when it is warm (begin to use the language 'Summer')
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Expressive Arts and Design

Children are offered a wide range of expressive opportunities. Staff are tuned into children's needs and interests, providing quality interactions and opportunities, which allow children to express themselves freely.

SPECIFIC AREA	<p>Being Imaginative (Music)</p> <p>Children will listen with increased attention to sounds.</p> <p>Children will take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Children will play instruments with increasing control to express their feelings and ideas.</p>	<p>Being Imaginative (Music)</p> <p>Children will respond to what they have heard, expressing their thoughts and feelings.</p> <p>Children will remember and sing entire songs.</p> <p>Children will begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>	<p>Being Imaginative (Music)</p> <p>Children will sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Children will make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Being Imaginative (Music)</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Create their own songs or improvise a song around one they know.</p>
	<p>Creating with Materials (Art & Design)</p> <p>Children will Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Children will explore colour and colour mixing.</p>	<p>Creating with Materials (Art & Design)</p> <p>Children will draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Children will explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Children will join different materials and explore different textures.</p>	<p>Creating with Materials (Art & Design)</p> <p>Children will show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>	<p>Creating with Materials (Art & Design)</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>

Skills and knowledge

The statements outlined below show the coverage of vital skills and knowledge taught per term. This will also support appropriate ongoing and termly assessment.

Autumn 1	Spring 1	Summer 1
<p>Children can:</p> <ul style="list-style-type: none"> • Name familiar sounds in the environment; bird, car, wind, rain, keys jingling, bell, animal noises. • Engage in small world play, pretending objects stand for other things. • Put an apron on when painting. • Explore musical instruments. 	<p>Children can:</p> <ul style="list-style-type: none"> • Sing most of the rhymes from the Brentnall Poetry Curriculum, as well as others taught. • Use different materials in their creations. Can use taught vocabulary from the vocabulary spine to describe. • Draw a picture with more detail, using shapes that others can begin to understand. 	<p>Children can:</p> <ul style="list-style-type: none"> • Consolidate and apply what they have learnt so far. • Draw an image which shows emotions; sadness and happiness and/or fear. • Know an artist paints pictures. • Recreate art in the style of Jackson Pollock, beginning to remember his name.
<p>Autumn 2</p> <p>Children can:</p> <ul style="list-style-type: none"> • Begin to play musical instruments in different ways i.e. loud/quiet, fast/slow. • Experiment with mixing paint, recognising it makes a different colour. • Draw a simple picture, where shapes represent objects. • Sing two of the rhymes from the Brentnall Poetry Curriculum, as well as others taught. 	<p>Spring 2</p> <p>Children can:</p> <ul style="list-style-type: none"> • <i>Take part in pretend play (e.g. being 'mummy' or 'daddy) as well as different roles (e.g. a character from a story).</i> • Join materials using glue and masking tape. • Create small world 'settings' using different construction materials. • Tell an adult some parts of their small world. • Experiment with printing using different materials i.e. vegetables. 	<p>Summer 2</p> <p>Children can:</p> <ul style="list-style-type: none"> • Sing all of the rhymes from the Brentnall Poetry Curriculum, as well as others taught. • Improvise songs, using familiar songs and beginning to make up their own. • Select own materials for their creation, with a purpose in mind. • Explore and begin to comment on what happens when they mix colours.