



**St. John's  
Cathedral School**

These themes may be adapted at various points to allow for children's interests to flow through the provision

<p><b>Nursery</b> Possible lines of enquiry (these will change depending on child interest or fascination)</p>	<p>Autumn 1 Who am I? Where do I live? Who lives in the North Pole?</p>	<p>Autumn 2 Who is in my family? What do we celebrate?</p>	<p>Spring 1 An invitation has arrived! Special days.</p>	<p>Spring 2 Is there anything growing? Mini-beasts, growth and Spring</p>	<p>Summer 1 How do we look after our bodies? Staying safe and Healthy bodies/Teeth</p>	<p>Summer 2 How can we help others? People who help us</p>	
	<p><b>Reception</b> Possible lines of enquiry (these will change depending on child interest or fascination)</p>	<p>Super me! All about me, my family, my home, my heroes/ superheroes</p>	<p>Let's go on an adventure Different places, countries, transport, vehicles, around the town, Where do we live? Vehicles past and present, Neil Armstrong, Amelia Earheart, Bonfire night, Christmas</p>	<p>Our World Winter, Different types of weather, Where in the world? (learning about other countries, the polar regions. Looking after our world, recycling, Portsmouth and where we live. Houses and homes Chinese new year</p>	<p>Animals/ All creatures great and small Dinosaurs, farm animals, the zoo, animals that live in different parts of the world, night and day animals, Animal patterns, climate</p>	<p>Growing Life cycles, Plants, gardening healthy food, minibests, weather, seasons, The great outdoors</p>	<p>Once upon a time...Long Ago/ Time travellers Fairy tales and traditional tales, Magic, witches and wizards, Seaside past and present, Dinosaurs and fossils.</p>
<p><b>Communication and Language.</b></p>	<p><b>Nursery Skills</b></p>	<p>To sing rhymes and look at picture books. To talk about the different characters and what they are doing.  To talk about themselves and their families.  Develop communication that can be understood by others.</p>	<p>To talk about celebrations at home.  To listen to stories on celebrations such as birthdays, Special days, Christmas and to talk about them and why they are celebrated.  To listen to, and follow simple instructions.</p>	<p>To begin to use a wide range of vocabulary in the correct context.  To talk in short sentences that others can understand.  To listen to, and follow simple instructions and respond to questions appropriately.</p>	<p>To listen to traditional stories and retain key vocabulary.  To be able to talk about the setting, characters and the structure of the story.  To be able to use connectives e.g. Once upon a time and then.  To listen to, and follow simple instructions and respond to questions appropriately.</p>	<p>To listen to traditional stories and retain key vocabulary.  To be able to answer questions and share opinions using the relevant vocabulary.  To be able to talk about the setting, characters and the structure of the story.  To be able to use connectives e.g. Once upon a time and then.</p>	<p>To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly.  To be able to answer questions and share opinions using the relevant vocabulary.  To be able to talk about the setting, characters and the structure of the story with confidence.</p>

					To talk in short sentences that others can understand.		
	Nursery Knowledge	<p>To know that stories have different characters which could be real and pretend.</p> <p>To know to sing words clearly so that they are audible.</p> <p>To know that it is OK to talk to others about wants and needs.</p>	<p>To know that stories have a beginning, middle and an end.</p> <p>To be able to understand simple instructions.</p>	<p>To be able to differentiate and categorise objects based on their properties.</p> <p>To remember new words I am learning when talking to others.</p> <p>To be able to understand simple instructions, questions and commands.</p>	<p>To know that stories have a beginning, middle and an end.</p> <p>To be able to answer questions related to the story.</p> <p>To be able to understand simple instructions, questions and commands.</p>	<p>To know that stories have a beginning, middle and an end.</p> <p>To be able to answer questions related to the story.</p> <p>To be able to use vocabulary learnt to have a conversation with others.</p>	<p>To be able to independently sequence familiar rhymes and to be able to say what happens next in a story.</p> <p>To use the words they know appropriately to organise themselves and their play.</p>
	Reception Skills	<p>To talk about themselves and others.</p> <p>To sing songs.</p> <p>To speak about a range of texts.</p>	<p>To compare different festivals.</p> <p>To make comments about their observations.</p>	<p>To describe features of traditional stories.</p> <p>To talk about the role of healthy food and exercise in staying healthy.</p>	<p>To describe familiar texts with detail and using full sentences.</p> <p>To begin to ask questions about familiar aspects of their environment and their learning.</p>	<p>To label and sort living things.</p> <p>To begin to research using a search engine.</p> <p>To describe habitats.</p>	<p>To be able to order a range of life cycles.</p> <p>To be able to give facts about a specified subject.</p>
	Reception Knowledge	<p>To know about others.</p> <p>To know familiar songs.</p> <p>To describe different story and non-fiction texts.</p>	<p>To know about different festivals.</p> <p>To be able to talk about how different people help us.</p> <p>To begin to talk about why things happen using new vocabulary learnt.</p>	<p>To know different traditional stories.</p> <p>To know a range of healthy food and exercise.</p> <p>Express their ideas and feelings about their experiences.</p>	<p>To know different features of texts.</p> <p>To talk confidently about why things happen using new vocabulary learnt.</p> <p>To engage in meaningful conversations with others.</p>	<p>To name and sort a range of living things.</p> <p>To be able to talk about different habitats.</p> <p>To engage in meaningful conversations with others.</p>	<p>To know different life cycles.</p> <p>To know a range of facts.</p> <p>To engage in meaningful conversations with others.</p>

	Nursery Skills	To separate from the main carer and learn to	To learn about daily routines and classroom rules.	To learn how to share resources and play in a group.	To show independence in accessing and	To be able to initiate play with peers and keep play going by giving ideas.	To gain enough confidence to talk to adults and peers.
--	----------------	----------------------------------------------	----------------------------------------------------	------------------------------------------------------	---------------------------------------	-----------------------------------------------------------------------------	--------------------------------------------------------

Personal, Social and Emotional Development.		<p>adapt to the preschool environment.</p> <p>To select and use activities and resources, with some support if needed.</p> <p>To wash hands after using the toilet</p> <p>To learn about daily routines and classroom rules.</p>	<p>To be aware of behavioural expectations in the preschool</p> <p>To select and use activities and resources, with some support if needed.</p> <p>To show an awareness of the importance of oral health.</p>	<p>To learn to look after resources within the class.</p> <p>To listen to, and follow rules set.</p> <p>To take turns whilst playing and waiting patiently to have a go.</p>	<p>exploring the environment.</p> <p>To independently put on coats and use the toilet.</p> <p>To listen to, and follow rules set.</p> <p>To learn to look after resources within the class.</p>	<p>To become more outgoing with unfamiliar people.</p> <p>To show more confidence in new social situations.</p> <p>To begin to find solutions to conflicts.</p> <p>To show an awareness of how others may be feeling.</p>	<p>To begin to be assertive towards others where necessary.</p>
	Nursery Knowledge	<p>To know that they can approach adults in Nursery when needed.</p>	<p>To know how to adapt behaviour to suit classroom routines.</p> <p>To show confidence in asking adults for support.</p> <p>To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies</p>	<p>To know how to manage their emotions in different situations.</p> <p>To know that there are boundaries set.</p> <p>To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'.</p> <p>To know that we must respect our resources and put them back when we have finished with them.</p> <p>To know that when playing in a group they need to share and also know that they will get a turn.</p>	<p>To be aware of the different areas in the Nursery and how to explore them safely.</p> <p>To approach an adult if they need support.</p>	<p>To know that to play nicely it's important to share and take turns.</p> <p>To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort.</p> <p>To know that it is OK to engage with others, even if in a different environment.</p> <p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.</p>	<p>To know how to talk politely and develop an understanding of what is appropriate.</p> <p>To know that it is OK to challenge others, but they must remember to always be kind.</p> <p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.</p>
	Reception Skills	<p>To describe a friend.</p> <p>To know and demonstrate friendly behaviour.</p> <p>To understand how to be a good friend.</p> <p>To learn to join in with whole group activities.</p>	<p>To learn about a range of different festivals.</p> <p>To learn about important dates in their lives.</p>	<p>To learn right from wrong.</p> <p>To understand how to make the right choices and the consequences of not making the right ones.</p>	<p>To understand that people need help.</p> <p>To identify ways of being helpful to others and how this will make them feel.</p>	<p>To describe a range of different habitats around the world.</p>	<p>To learn about the different family structures.</p>

		To choose an activity independently.					
	Reception Knowledge	To describe and show friendly behaviour. To begin taking turns with their friends.	To be able to talk about different festivals. To understand why different people celebrate different things.	To be able to talk about why a character has made a poor choice and what the consequences are. To be able to talk about how the character could have made a better choice.	To talk about the effect my behaviour has on others.	To talk about the world that we live in and how there are similarities and differences when looking at different aspects.	To be able to talk about the relationships they have at home with their family and friends.
	Ten Ten scheme followed		<b>Module 1 Unit 1</b> We are created by God and our His children. <b>Module 1 Unit 2</b> We are unique and have our own gifts and talents. Our differences are part of God's plan Our body parts Looking after our body-healthy lifestyle	<b>Module 1 Unit 3</b> We all have likes and dislikes but have the same needs Describe feelings, understand everyone experiences them, manage feelings, emotions and behaviour. We have choices Saying sorry and forgiving <b>Module 1 Unit 4</b> Life stages from birth to death.	<b>Module 2 unit 1</b> Caring for others, love others like God loves us <b>Module 2 unit 2</b> Special people, family, wider family, trust. Understand how our behaviour affects others, appropriate and inappropriate behaviour, positive and negative relationships, bullying Saying sorry and forgiveness	<b>Module 2 unit 3</b> Recognise safe and unsafe situations indoors, outdoors, online Ask help from our special people. Body privacy, sharing troubles with special people. Medicines and looking after our body. People who help us	<b>Module 2 unit 1</b> Being loved and loving others. God is love. Know what community is <b>Module 3 unit 2</b> Know they belong to different communities, helping out at home, caring for others, improving our world
	Religious education Nursery CST	Creation/ Prayer Saints and feasts  <u>God Made Me (1)</u>	Advent  <u>Our Wonderful world (7)</u>	Special Days  <u>God made us all one family (6)</u>	Easter  <u>Helping others (4)</u>	Jesus Said  <u>Keeping Safe (3)</u>	Other Faiths  <u>When I grow up (5)</u>
	Religious education Reception	Mission Creation Prayers, Saints and Feasts,	Other Faiths, Advent	Christmas Revelation	Other Faiths Lent, Holy Week	Easter Pentecost	Sacraments
Physical Development	Nursery Skills	To take care of toileting needs independently.  To begin to show a preference for a dominant hand.  To climb apparatus safely.  To begin to show awareness of moving	To independently put on their coats, with some support for the zipper and buttons.  To copy dance moves and to move to different kinds of rhythms.  To use mark making resources with increasing independence.	To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc.  To mark make in sensory trays and also copy different patterns.	To hold the pencil correctly using a tripod grip.  To begin to form numbers and familiar letters, e.g. letters in their name.  To look at books independently whilst turning pages one at a time.	To hold the pencil confidently, using the tripod grip and forming letters and numbers mostly correctly.  To be able to use scissors confidently and make straight, zig zag and circular snips using one hand.  To run skilfully and be able to negotiate space.	To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently.  To independently write their name.  To confidently use scissors and other tools safely.

		<p>equipment safely with peers.</p>		<p>To mark make using a comfortable grip when using pencils and pens.</p> <p>To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills.</p> <p>To hold jugs and containers confidently and pour from one container into another.</p> <p>To show awareness of healthy food choices and impact on our body.</p>	<p>Using balancing apparatus.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p>	<p>To mark make using a comfortable grip when using pencils and pens.</p>	<p>To mark make using a comfortable grip when using pencils and pens.</p>
	<p><b>Nursery Knowledge</b></p>	<p>To know about personal hygiene and the importance of being clean and tidy.</p> <p>To know that washing hands is important after using the toilet and before we eat.</p> <p>To know that books in English should be read from left to right and one page at a time.</p> <p>To use alternate feet when climbing apparatus.</p> <p>To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers.</p>	<p>To show confidence in dressing up and self-care activities.</p> <p>To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats.</p> <p>To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint.</p>	<p>To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils.</p> <p>To know that they need to use tools with a dominant hand.</p> <p>To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping.</p> <p>To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely.</p>	<p>To know that the pencil needs to be held comfortably and with one hand to form letters and numbers.</p> <p>To know how to use one handed tools effectively.</p> <p>To be able to follow a simple sequence of movements to music and rhythm.</p>	<p>To know the correct ways of forming letters.</p> <p>To know that snips should be made on the line and the pattern should be followed.</p> <p>To know how to feed paper/materials through hand when cutting around objects.</p> <p>To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness.</p>	<p>To know how to hold the pencil correctly and also recognise and self-correct when they form letters incorrectly.</p> <p>To successfully take part in group games with support from an adult.</p> <p>To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc.</p>

				<p>To know what making right food choices looks like.</p> <p>To show independence in self help skills such as toileting and dressing.</p>			
	<b>Reception Skills</b>	<p>To use a dominant hand.</p> <p>To begin to form recognisable letters which are formed mostly correctly.</p> <p>To use climbing equipment safely and competently.</p> <p>To begin to negotiate space effectively.</p>	<p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To use climbing equipment safely and competently.</p> <p>To negotiate space effectively.</p>	<p>To show good practice with regard to exercise, eating, sleeping and hygiene.</p> <p>To be able to balance and coordinate safely.</p> <p>To negotiate space effectively.</p>	<p>To handle tools, objects, construction and malleable materials safely and with increasing control.</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly.</p>	<p>To show good control and co-ordination in large and small movements.</p>
	<b>Reception Knowledge</b>	<p>To know which hand to write with.</p> <p>To know how to use the trim trail safely.</p> <p>To know how to use scissors effectively.</p>	<p>To know how to make anticlockwise movement and retrace vertical lines.</p> <p>To know how to use the trim trail safely.</p> <p>To know how to use scissors effectively.</p>	<p>To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health.</p> <p>To know how to use scissors effectively.</p>	<p>To know why it is important to handle different apparatus safely.</p> <p>To know how to use scissors effectively.</p>	<p>To know how to form letters correctly.</p> <p>To know how to use scissors effectively.</p>	<p>To know how to handle a range of equipment and tools effectively.</p> <p>To know how to use scissors effectively.</p>

Literacy	Nursery Skills	<p>To be able to mark make and identify their marks.</p> <p>To recognise familiar logos and labels within the environment.</p>	<p>To find and identify familiar letters, e.g. letters in their names.</p> <p>To talk about and retell a range of familiar stories.</p> <p>To begin to explore initial sounds in familiar words.</p>	<p>To begin to attempt writing familiar letters, e.g letters in their name.</p> <p>Adults will consistently model correct formation.</p> <p>To find and identify familiar letters, e.g. letters in their names.</p> <p>To talk about and retell a range of familiar stories.</p>	<p>To be able to mark make and give meaning to their marks.</p> <p>To identify the pictures linked to sounds we can hear.</p> <p>To begin to form some letters correctly, e.g. letters in their name.</p>	<p>To identify the pictures linked to sound.</p> <p>Children will begin to identify some sounds during oral blending games.</p> <p>To begin to make predictions about a story, sometimes supported by an adult with vocabulary.</p>	<p>Lots of games focusing on oral blending.</p> <p>Children are able to identify initial sounds and blend familiar CVC words.</p> <p>Make predictions about a story using the relevant vocabulary with independence.</p> <p>To mark make for a purpose and be able to talk about the marks.</p>
	Nursery Knowledge	<p>To know that text can be used as a form of identification.</p> <p>To know that text has a meaning.</p> <p>To know that text is read from left to right and top to bottom in English.</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages</p> <p>To learn a range of Nursery Rhymes.</p>	<p>To know that letters are used to make up words.</p> <p>To know that each letter makes a sound – focussing on sounds in their names.</p> <p>To learn that stories have a sequence; beginning, middle and end.</p> <p>To know that text is read from left to right and top to bottom in English.</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages</p> <p>To begin to acknowledge initial sounds and their relevance in the environment</p>	<p>To know that each letter makes a sound – focussing on sounds in their names.</p> <p>To join in with repetition within stories and rhymes.</p> <p>To be able to talk about different parts of the story.</p>	<p>To be able to talk about their marks with confidence.</p> <p>To talk about the sounds they have identified.</p> <p>To join in with repetition within stories.</p> <p>To be able to talk about different parts of the story.</p>	<p>To know that blending sounds makes words.</p> <p>To identify the pictures with corresponding.</p> <p>To join in with repetition within stories.</p> <p>To be able to talk about different parts of the story.</p>	<p>To identify CVC words orally.</p> <p>To be able to segment sounds in CVC words.</p> <p>To know that letters make sounds.</p> <p>To join in with repetition within stories.</p> <p>To engage in extended conversations about stories.</p>

	Listening Skills	Tuning into sounds (auditory discrimination).		Listening to and remembering sounds (auditory memory and sequencing).		Talking about sounds (developing vocabulary and language comprehension).	
	Reception Skills	<p>Listening to and identifying sounds in the environments.</p> <p>Listening to and hearing initial sounds in familiar words.</p> <p>To identify sounds on a sound mat.</p> <p>Listens to familiar stories and able to recall some facts.</p>	<p>Listening to and hearing sounds in CVC words.</p> <p>To identify sounds on a sound mat and to use this when writing.</p> <p>Listens to familiar stories and able to recall facts.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p>	
	Reception Knowledge	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters look like.</p> <p>Knowing how to write the taught letters.</p> <p>Knows how to sequence familiar stories.</p>	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters looks like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>Recognising taught HFW in text.</p> <p>Knows how to sequence familiar stories.</p>	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters looks like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>Knows how to spell some familiar words.</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knowing that sentences can be extended by using a connective</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knowing that sentences can be extended by using a connective.</p>

					Knows how to spell some familiar words.	<p>Uses learnt words and phrases to discuss familiar stories or during role play.</p> <p>Knows how to spell some familiar words.</p>	Uses learnt words and phrases to discuss familiar stories or during role play.
Maths	Areas of learning covered.	<p>Recognising and counting numbers to 5.</p> <p>2D Shapes.</p> <p>Number rhymes.</p> <p>Sequencing.</p>		<p>One more/less.</p> <p>Size.</p> <p>Recognising and counting numbers beyond 5.</p> <p>Representing numbers.</p> <p>Subitising.</p> <p>Patterns.</p> <p>Positional Language.</p>		<p>2D and 3D shapes.</p> <p>Sequences.</p> <p>Size.</p> <p>Length.</p> <p>Weight and Capacity.</p> <p>Review of previously taught concepts.</p> <p>Positional Language.</p>	
	Nursery Skills	<p>To talk about what happened today, yesterday and tomorrow.</p> <p>To count out a group of up to 5 objects.</p> <p>To show an understanding of 1:1 counting to 5.</p> <p>Knowing that the last number you count represents the total number of objects</p> <p>Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners</p>	<p>To count out a group of up to 5 objects.</p> <p>To match the number of objects to numerals.</p> <p>To show an understanding of 1:1 counting to 5.</p> <p>Knowing that the last number you count represents the total number of objects</p> <p>Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners</p>	<p>To count out a group of up to 10 objects.</p> <p>One more/less using a number line.</p> <p>To develop fast recognition of numbers.</p> <p>To count up to 10.</p> <p>To show an awareness of how numerals are formed and to experiment with own mathematical mark making.</p> <p>To talk about and explore patterns in the environment</p>	<p>To identify, describe and compare groups of objects.</p> <p>To compare and order objects according to their weight and distance.</p> <p>To develop fast recognition of numbers.</p> <p>To count up to 10.</p> <p>To show an awareness of positional language such as under/behind/ next to/over/ on top of.</p> <p>To independently create and talk about own patterns using a range of objects and resources.</p>	<p>Practical problem solving with numbers up to 5.</p> <p>To select and use shapes appropriately in play, combining them to make models and enclosures.</p> <p>To develop fast recognition of numbers.</p> <p>To use relevant mathematical vocabulary when talking about learning.</p> <p>To begin to make sensible comparisons between objects relating to size, length, weight and capacity.</p> <p>To begin to describe a sequence of events accurately.</p> <p>To recall simple facts about a familiar journey.</p>	<p>To count, order and recognise numbers to 10, in and out of sequence.</p> <p>To name and describe 2D shapes.</p> <p>To name some common 3D shapes and properties.</p> <p>To compare and order objects according to their size and distance.</p> <p>To develop fast recognition of numbers.</p> <p>To use relevant mathematical vocabulary when talking about learning.</p> <p>To begin to describe a sequence of events accurately.</p> <p>To recall simple facts about a familiar journey.</p>

	<p><b>Nursery Knowledge</b></p>	<p>Singing a range of number songs.</p> <p>To say number names to 5 in order.</p> <p>To know that time can be measured using days.</p> <p>To know that the last number said represents the total number of objects</p> <p>To show an awareness and name some 2D shapes in the environment.</p>	<p>To say number names to 10 in order.</p> <p>To know that a group of objects can also be represented by a number</p> <p>Singing a range of number songs.</p> <p>To know that the last number said represents the total number of objects</p> <p>To show an awareness and name some 2D shapes in the environment.</p>	<p>To create and repeat simple patterns.</p> <p>To subitise to 3.</p> <p>To know number order beyond 5 when counting.</p> <p>To say number names to 10 in order.</p> <p>To be able to say number names forwards and backwards to 10.</p> <p>To know that each object should only be counted once.</p> <p>Singing a range of number songs.</p>	<p>To subitise to 3.</p> <p>To know number order beyond 5 when counting.</p> <p>To use the language of more and less to compare amounts.</p> <p>To know that numbers can be ordered.</p> <p>To be able to demonstrate through games and role play an understanding of positional language.</p> <p>Singing a range of number songs.</p>	<p>To subitise to 6.</p> <p>To remember the order in which things happen.</p> <p>To know that subtraction means taking an amount away from a group.</p> <p>To know that some shapes more appropriate than others when building.</p> <p>To remember different aspects of a journey, e.g. "I walked over a bridge to get to school".</p>	<p>To subitise to 6.</p> <p>To learn vocabulary linked to describing size and distance.</p> <p>To be able to say number names forwards and backwards to 15.</p> <p>To remember the order in which things happen.</p> <p>To remember different aspects of a journey, e.g. "I walked over a bridge to get to school".</p>
<p><b>Areas of learning covered.</b></p>	<p>1:1 counting. Recognising and ordering numbers to 10. Formation of written numbers. Subitising. Counting groups of objects. 2D Shapes. Pattern.</p>		<p>Weight and Capacity. Length. Number bonds to 5/10. Counting to 20. Addition and subtraction. 3D Shapes.</p>		<p>Addition and subtraction. Time. Units of measurement. More/less. Recognising and ordering numbers to 20.</p>		
<p><b>Reception Skills</b></p>	<p><b>Skills</b> Count aloud to 5 Match and sort objects using vocab: same/different. Compare amounts &lt;5, vocab and compare size, mass, capacity. Identify and talk about patterns, continue, copy and</p>	<p><b>Skills</b> To count up to 5 objects, actions or sounds Represent 1 to 5 using objects, pictures or mark making Subitise numbers to 5</p>	<p><b>Skills</b> Count up to 8 objects Compare numbers to 8 Partition and compose numbers to 8 Describe and compare mass, capacity and length/height</p>	<p><b>Skills</b> Count and represent numbers to 10 Match number name, numeral and quantity to 10 Subitise 9 and 10 on tens frame and bead string. Compare and sequence 2 or 3</p>	<p><b>Skills</b> Count aloud numbers to 20 and beyond and back again Add 2 groups together Take away a number from a group Select, rotate and manipulate 2D shapes to make other shapes and pictures</p>	<p><b>Skills</b> Double numbers by combining 2 equal groups Share and group amounts equally Recognise odd and even numbers Work out half of a quantity</p>	

		create repeated patterns,	Match said number name, numeral and quantity to 5	Use objects to find out odd and even numbers	groups of quantities. Represent number bonds of 10		
			Compare numbers 1 to 5	Combine 2 groups to add and subtract to 8			
			Work out one more or less than numbers to 5.	Order and sequence events	Sort shapes into groups Identify, continue and create more complex patterns e.g. ABB, AAB,		
	<b>Reception Knowledge</b>	To understand vocab more, less To know what a pattern is Know what is same and different Talk about what is the same about objects that are sorted.	Understand and use positional language Know methods of counting such as lining up objects or touching them	Know the meaning of zero. Know what odd and even numbers are Understand today, tomorrow, yesterday.	Know some number bonds of 10 Name 3 D shapes	Recognise numbers to 20 and beyond Recognise that numbers 1-9 repeat after every full 10. Know when adding you can recount or count on Name circle, square, triangle, rectangle, star Know number bonds of 10	Know that double means twice as many Know that half means a group has been split into 2 groups Know that odd numbers can't be shared equally but even numbers can Know doubles facts

<b>Understanding of the World.</b>							
	<b>Nursery</b> Science History Geography  Activities are flexible and will depend on children's interests.	Discussion about families and their similarities and differences  Family- same and different- books about families from the past  Materials and their properties Make observations of winter animals. Properties of toys.	animals and their habitats linked to climate and landscape  Know some similarities and differences between the world around them and contrasting environments Map skills  Describe other environments	Develop understanding of the past using stories and photographs etc.  Space Travel- Moon Landings linked to Neil Armstrong Look at Helen Sharman- astronaut	Compare the local environment and the seaside  sea sides in other countries Contrasting environments  Look at life in the past e.g. grandparents holidays- photos, books, etc.	Explorers- develop understanding of characters from the past Fossils Digging for evidence  Living things- plants and animals (bones, fossils, etc.)  Explore collections of materials and use senses	

		<p>Christmas- changes linked to toys</p> <p>Look at different celebrations e.g. Christmas, Diwali</p>	<p>Make observations of plants and animals</p> <p>Understand need to care for the environment</p>	<p>Use as a way of developing understanding of significant events in the past.</p> <p>Talk about forces they can feel</p>	<p>Grow and care for plants from seeds- understanding of life cycles</p>		
	<p><b>Reception</b></p> <p>Science History Geography</p>	<p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Understand the effect of the changing seasons (autumn)</p> <p>Describe the local environment, using all their senses to explore the natural and urban world</p> <p>Describe and compare the North Pole.</p> <p>Look at and create maps of the local area</p> <p>How Christmas is different around the world</p> <p>Know some similarities and differences between religious and cultural communities- look at different celebrations e.g. Christmas, Bonfire Night, Diwali, etc.</p>	<p>Comment on images of the past</p> <p>Compare and contrast characters from stories including figures from the past (amelia earheart, neil armstrong)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways (other faiths/ Christmas)</p> <p>Talk about past Christmas'</p> <p>Introduce people who work in transport</p> <p>Jolly Postman story to introduce maps</p> <p>Use images, video clips, non fiction books to find out about transport</p>	<p>Understand the effect of the changing seasons (winter)</p> <p>Draw information from a simple map</p> <p>Recognise some similarities and differences between life in this country and others</p> <p>Recognise some environments that are different from the one they live in (polar regions etc.)</p> <p>Introduce children to recycling</p> <p>Create opportunities to talk about looking after our world.</p> <p>Name and investigate different materials</p> <p>Opportunities to explore winter weather, clothing</p>	<p>Recognise some environments that are different from the one they live in (make links to animals living in different parts of the world, desert, mountain, seaside, river etc.)</p> <p>Understand the effect of the changing seasons (Spring)</p> <p>Find out about different animals and how to look after them</p> <p>Find out about different habitats and animals awake at different times of day</p> <p>Name animals and group them to where they live</p> <p>Compare pets to farm animals</p> <p>Use images, video clips, non fiction books to find out about animals and contrasting environments</p>	<p>Describe what they see, hear and feel whilst outside (plants, minibeasts)</p> <p>Understand that some places are special to members of their community (other faiths)</p> <p>Find out about minibeasts and what they need to survive</p> <p>Use beebots on simple maps, using navigational language</p> <p>Introduce other professions e.g. doctor/nurse -make links to TenTen PSED and medicines</p> <p>Chef-healthy eating</p> <p>After close observation draw pictures of the natural world e.g. plants and animals</p>	<p>Understand the effect of the changing seasons (Summer)</p> <p>Comment on images of the past</p> <p>Compare and contrast characters from stories including figures from the past</p> <p>Share different cultures versions of famous fairytales</p> <p>Introduce children to a famous person from the past who was alive before them</p>
	<p><b>Nursery Skills</b></p>	<p>Listening to and joining in with Nursery rhymes and using musical</p>	<p>Sing familiar Nursery Rhymes.</p>	<p>To use scissors effectively.</p>	<p>To learn about different textures and talk about them.</p>	<p>To use puppets and props to act out different traditional stories.</p>	<p>Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm.</p>

Expressive Arts and Design.		<p>instruments to tap out a rhythm.</p> <p>To learn about different art and music. Uses various construction materials.</p>	<p>To use different colours and materials to make Patterns.</p> <p>To make cards and decorations for friends and family using a range of media.</p> <p>To make patterns with paint and different objects, exploring what happens when you mix colours.</p> <p>Join construction pieces together to build and balance.</p>	<p>To begin to act out different scenarios using props to enhance imaginative play.</p> <p>Sing familiar songs or make up your own songs.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>To play instruments with increasing control.</p>	<p>Feely bag activities with different objects for children to feel and describe.</p> <p>To engage in role play by making stick puppets of different story characters.</p> <p>Sing familiar Nursery Rhymes.</p> <p>Realises tools can be used for a purpose.</p> <p>To create closed shapes with continuous lines which represent objects that can be spoken about or identified.</p>	<p>To make masks for role play.</p> <p>Sing familiar songs in the correct tone and change the melody if appropriate.</p> <p>Uses available resources to create props to support role-play.</p> <p>To use available props to develop stories and make imaginative play more purposeful.</p> <p>To show different emotions in pictures clearly.</p> <p>To draw with increasing control, representing features and detail clearly.</p>	<p>To listen to music and create movements to the different beats.</p> <p>To construct with bricks and blocks to make an enclosure. Explore different materials freely, using them with a purpose.</p>
	Nursery Knowledge	<p>To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard.</p> <p>To know that certain art types belong to different cultures. E.g. Africa.</p>	<p>To know how different colours and materials can be used to create things.</p> <p>To learn about art and crafts from different cultures e.g. Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world.</p>	<p>To know how colours can be mixed to make a new colour.</p> <p>To use their imagination to create different works of art.</p> <p>For children to be able to construct with a purpose and safely.</p> <p>To play instruments to express feelings and ideas.</p>	<p>To know about the different materials and what can be created with them.</p> <p>To use their knowledge of stories in acting them out with friends.</p> <p>Sing songs clearly using correct words that have been learned.</p> <p>To know how to create recognisable representations of objects.</p>	<p>To know how to use props appropriately for particular stories.</p> <p>To know that they can change their voices whilst singing or acting out stories to create a dramatic effect.</p> <p>For children to be able to construct with a purpose and safely.</p> <p>To know how to use available props to develop stories and make imaginative play more purposeful.</p>	<p>To know that body movements can be changed depending on the rhythm to achieve a desired effect.</p> <p>To know that different construction toys can be used to make new things that can be used in pretend play.</p> <p>To show confidence in the choice of media when creating a model or picture.</p>

		For children to be able to construct with a purpose and safely.					
	Reception Skills	<p>To remember the words to a range of songs.</p> <p>To give meaning to the marks that are made.</p>	<p>To design different patterns.</p> <p>To use role play</p> <p>Uses simple tools and techniques competently and appropriately.</p>	<p>To explore and recreate famous Art.</p> <p>To draw a range of objects</p> <p>To use resources to create own props.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p>	<p>To use a range of resources to create own props to aid role play.</p> <p>To plan, carry out and evaluate and change where necessary.</p> <p>Manipulates materials to achieve a planned effect.</p>	<p>To use what they have learnt about media and materials in an original way and be able to explain their choices.</p> <p>Selects appropriate resources and adapts work where necessary.</p>	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Reception Knowledge	<p>To learn a range of songs from around the world.</p> <p>To know that people from different countries may have different traditions.</p> <p>For children to be able to safely construct with a purpose and evaluate their designs.</p>	<p>To learn the names of different tools and techniques that can be used to create Art.</p> <p>To experiment with creating different things and to be able to talk about their uses.</p>	<p>To understand that pictures can be created by making observations or by using imagination.</p> <p>To use paints, pastels and other resources to create observational drawings.</p> <p>For children to be able to safely construct with a purpose and evaluate their designs.</p>	<p>To use a range of props to support and enhance role play.</p> <p>To identify and select resources and tools to achieve a particular outcome.</p>	<p>To know the different uses and purposes of a range of media and materials.</p> <p>For children to be able to safely construct with a purpose and evaluate their designs.</p>	<p>To describe ways of safely using and exploring a variety of materials.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>