

September 2021 saw the introduction of a new statutory framework for the Early Years Foundation Stage. At Monkhouse, as at other schools, we worked hard to put together a new and exciting curriculum which will engage and challenge all our children. Our Curriculum is frequently reviewed to ensure it is the best it can be, as we work with other professionals in school and across the local authority to ensure we are providing the very best education for all our children.

Over-arching Principles	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>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.</p> <p>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.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others</p>					
Characteristics of Effective Teaching and Learning	<p>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</p> <p>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 and resilience.</p> <p>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</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Projects and themes</p> <p>(These may change and adapt due to the interests and learning needs of the children)</p>	<p>Time for a Rhyme</p> <p>Exploring inside and out</p> <p>Meeting new people</p> <p>I Know How I Am Feeling</p> <p>Trying different activities</p>	<p>What's it like in a town or a forest?</p> <p>Halloween and Bonfire Night</p> <p>Day and Night</p> <p>Christmas</p>	<p>How Can We Cross A River?</p> <p>Road Safety</p> <p>Safety out and about</p> <p>Floating and Sinking</p>	<p>How can We Make Something Grow?</p> <p>Planting Seeds</p> <p>How people and animals grow</p> <p>Easter</p>	<p>What Lives in Our Garden?</p> <p>Learning about minibeasts</p> <p>Planting out flowers and vegetables</p>	<p>Where in the World do we live?</p> <p>Our Community</p> <p>Going on a Trip/Holiday</p> <p>Places that are different</p>
<p>Key Texts</p>	<p>Little Rabbit Foo Foo - Michael Rosen</p> <p>Goldilocks and the Three Bears - Jonathan Langley</p> <p>Owl Babies - Martin Waddell</p>	<p>Little Lumpty - Imai Miko</p> <p>Mr Big - Ed Vere</p> <p>Old Mother Hubbard - Jane Cabrera</p> <p>Old Mother Hubbard - Russell Punter</p>	<p>The Greedy Goat- Petr Horace</p> <p>Chapatti Moon- Pippa Goodhart and Lizzie Finlay</p> <p>The Gingerbread Man- Mairi Mackinnon</p>	<p>The Gigantic Turnip - Aleksei Tolstoy Niamh Sharkey</p> <p>The Enormous Potato- Aubrey Davis</p> <p>Pattan's Pumpkin - Chitra Soundar</p>	<p>Norman The Slug With the Silly Shell - Sue Hendra</p> <p>Jasper's Beanstalk - Nick Butterworth and Mick Inkpen</p> <p>Jack and the Beanstalk -</p>	<p>Once Upon a Tide- Tony Mitton and Selina Young</p> <p>The Storm Whale in winter- Benji Davies</p> <p>The Wide Wide Sea- Anna Wilson and Jenny Lovlie</p>

	<p>Little Lumpty - Miko Imai</p> <p>Little Owl Lost - Chris Haughton</p>	<p>Each, Peach, Pear, Plum - Janet and Alan Albergh</p> <p>Jack Frost - Kazuno Kuhara</p>	<p>The Three Billy Goats Gruff- Irene Yates</p>		<p>Richard Walker and Niamh Sharkey</p>	<p>Handa's Surprise - Eileen Browne</p> <p>Sharing a Shell - Julia Donaldson</p>
<p>Linked Texts to deepen understanding</p>	<p>The Family book - Todd Parr</p> <p>Maisy at Nursery School- Lucy Cousins</p> <p>Each, Peach, Pear, Plum - exploring rhyme - Janet and Alan Ahlberg</p> <p>One Fox - Kate Read</p> <p>Hello, Goodbye - David Lloyd - music link</p>	<p>Egg Drop - KUW</p> <p>Wow said the Owl, Its Nighttime- Tim Hopgood</p> <p>Moon - Britta Treckentrup maths/UW</p> <p>Tree - Seasons Come and Go Britta Treckentrup Maths/UW</p>	<p>Chapati Moon</p> <p>We're Going on a Bear Hunt</p> <p>Mr Wolf's Pancakes</p> <p>Alternative versions of the story</p> <p>THE GINGERBREAD MAN STORY 🎵</p> <p>Nursery Rhyme Song for Kids</p> <p>Pancake Manor</p>	<p>The Gigantic Turnip - Aleksei Tolstoy Niamh Sharkey</p> <p>The Enormous Potato- Aubrey Davis</p> <p>Mr Wolf and the Enormous Turnip</p> <p>Oliver's Vegetables</p> <p>Hattie Peck</p> <p>Chickens Aren't The Only Ones - Ruth Heller</p>	<p>The Spider - Elise Gravel - UW</p> <p>The Fly - Elise Gravel - UW</p> <p>The Worm - Elise Gravel - UW</p> <p>Best Bug Parade - Stuart J Murphy - Maths</p>	<p>Rainbow Fish - PSED</p> <p>Look What I found on the Beach - KUW</p> <p>Alan's Big Scary Teeth - link to tooth care</p> <p>Puffin Peter - Petr Horacek</p>
<p>Rhymes and Poems</p>	<p>Baa, Baa Black Sheep</p> <p>Hickory Dickory Dock</p> <p>5 Little Men in a Flying Saucer</p> <p>Twinkle, twinkle little</p>	<p>Humpty Dumpty</p> <p>Incy Wincy Spider</p> <p>Clap, clap, hands, one, two, three</p> <p>Did you ever see a</p>	<p>Ten Galloping Horses by Kathy Reid-Naiman</p> <p>Dance,</p> <p>Polly put the kettle on</p>	<p>Here is the Beehive</p> <p>Twinkle, twinkle little star</p> <p>Incy Wincy Spider</p>	<p>Chop, chop, choppity chop</p> <p>Tommy Thump is Up - Nursery Rhyme</p>	<p>Shark in the Park</p> <p>Walking through the</p>

	<u>star</u>	<u>bunny?</u>	<u>Thumbkin, dance</u>	<u>Clap, clap, hands, one, two, three</u>		Jungle - Debbie Harter
Enhanced provision, experiences and visits	<p>Staff from across school visit to share a story</p> <p>Home Corner enhanced across the weeks</p> <p>Setting up a hatter's shop</p>	<p>We're going for a Tree Hug!</p> <p>Visiting places around school</p> <p>Setting up a shop for the Goblins</p>	<p>Bakery Role-play</p> <p>Bridge, stepping stones and boats in provision.</p> <p>Doctor/ vet surgery role-play</p>	<p>A mystery egg arrives in class!</p> <p>Shoe shop role play</p> <p>Vet role-play</p> <p>Tadpoles in class</p> <p>Celebrating Holi</p>	<p>A Beanstalk in the Classroom!</p> <p>Letters from a Giant</p> <p>Cafe role-play</p> <p>Vet role-play</p>	<p>A visit to the beach or a visit to the park</p> <p>Ice-cream shop role-play</p> <p>Bus and train role-play</p>
Music and Songs	<p>I'm So Happy Action Songs for kids The Singing Walrus</p> <p>Hello, Hello.Can you clap your hands? https://www.youtube.com/watch?v=fN1Cyr0ZK9M</p> <p>Reggae Randy - If You're Happy and You Know It</p> <p>Happy - Pharrell Williams</p>	<p>Shaking Stevens - Merry Christmas Everyone with BSL</p> <p>Celebrate - Kool and The Gang</p> <p>Songs for Christmas Performance</p>	<p>I am the baker man</p> <p>One man went to mow</p> <p>The goats came marching</p>	<p>5 little speckled frogs</p>	<p>Here is the Beehive MINI-BEASTS SONG</p> <p>Little Arabella Millar</p> <p>12 Insects Action Songs, Rhymes and Finger Plays - There's a spider on my knee</p>	<p>A Sailor went to Sea, Sea, Sea</p> <p>Listening to Sea Shanties</p>

Focus Artist	L S Lowry	Gustav Klimt - trees	Barbara Hepworth	Romero Britto	Louise Bourgeois	Joanne Wishart Elisha Ongere
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What We Want Children to Learn

Autumn 1 Time for a Rhyme	Communication and Language	Physical Development	Personal, Social and Emotional Development
	<p>What we want the children to know Know some nursery rhymes by heart Know that 'who' refers to a character and 'where' to a place when talking about pictures from a story. That we try to try to sit still and listen at story time Knows colour names and uses accurately</p>	<p>What we want the children to know Some action rhymes Knows names of different movements- jump hop run gallop, and respond by demonstrating (May not be competent) Know they need to use the toilet and can ask adults to help them with clothing Begin to know about hand hygiene That we should clean our teeth twice a day.</p>	<p>What we want the children to know Know <i>who</i> to ask for help I know I can have different feelings at different times Vocabulary - happy, sad How to use different areas and resources safely and appropriately (eg that some resources stay in a particular area) Follow adult directions to assist in tidying routines Knows there are times when we need to do what an adult asks How to stay safe in the sun</p>
<p>What we want the children to know how to do Demonstrate joint attention when the group chant favourite rhymes. Join in with favourite rhymes – some lines, words and actions. Imitate hand gestures and anticipate some words and join in with them. Play alongside an adult, attentive as play is narrated. Play alongside other children in self-</p>	<p>What we want the children to know how to do Drive scooters, bikes and trikes by pushing feet. Climb steps or stairs with alternate feet, using a hand or handrail for support. Travel by galloping with a leading foot. Run safely and at speed in the outdoor space. Kick, Roll, chase and collect a ball.</p>	<p>What we want the children to know how to do Know <i>how</i> to ask for help and who to ask for help Know what to do and who to ask if I feel unsafe or worried Form a secure bond with staff and play in parallel, observing others and copying ideas. Select from a small range of resources on offer within a single activity.</p>	

	<p>chosen activities Choose some of own activities during 'free choice', sometimes with adult support Knows colour names and uses accurately</p>	<p>Copy some aspects of whole body action rhymes. Develop appropriate independence in going to toilet when needed Wash hands with guidance. Snip with scissors or snips Begin to mark-make with purpose when given adult support Take off own coat, with some support Take off own shoes</p>	<p>Use some resources safely and appropriately Recognise when they, other or characters feel happy and sad Understand and join in with some familiar routine activities, led by an adult Recognise dangers in the house and classroom and what I should and shouldn't touch</p>
Literacy	Maths	Understanding the World	Expressive Art and Design
<p>What we want the children to know That at story time we try to sit still and listen That we handle books carefully The names of appropriate features and objects within stories shared</p> <p>What we want the children to know how to do Begin to answer who and where questions Maintain focus on a short picture book shared with an adult until the end. Make marks on a range of scales with a range of tools and grips.</p>	<p>What we want the children to know That more means 'lots' or a bigger number Process simple positional vocabulary in the run of child initiated play. Know that round things can roll What 'same' means knows numbers 1-3 in order when counting</p> <p>What we want the children to know how to do Compare small sets of objects by processing language " more" "more than". Build with blocks of different shapes and sizes and loose parts, making good choices based on their understanding of properties. Says number names to 5 in songs and rhymes Match pairs to demonstrate a secure grasp of commonality - eg by colour or shape Can say whether 2 items or images are the same or different Can make a set based on a simple observable feature - eg colour er names to 5 in songs and rhymes</p>	<p>What we want the children to know That we can investigate materials by using senses That materials and objects must not be put in mouth, ears etc That we take care of living things Names for familiar farm animals and pets. Names for the babies of these animals We can use our senses of sight, hearing, touch, taste, smell to find out about the world.</p> <p>What we want the children to know how to do Transport materials safely and appropriately (eg sand, water, toys in play) Actively collect and enjoy transporting materials. Follow adult prompts to explore simple sensory properties of everyday materials and demonstrate engagement facially or through body language. Sustain interest in action and reaction toys. Engage in joint attention with adults for short periods of time in respectful observations of living things.</p>	<p>What we want the children to know The names for everyday items in role-play area - eg mop, cloth, kettle etc Know that we make marks on paper and easel, not walls, furniture etc</p> <p>What we want the children to know how to do Use props, similar to the items they represent, appropriately, during simple domestic role play. Use small world props in short non-verbal narratives. Make marks with a wide range of tools and grips. Explore mark-making with a range of media</p> <p>Music Remember and join in with parts of songs or rhymes</p> <p>Pulse and Rhythm To develop awareness of sounds and rhythms. Pitch Match high and low notes to high and low in space.</p>

<p>Autumn 2</p> <p>What's it like in a town or a forest?</p>	<p>Communication and Language</p>	<p>Physical Development</p>	<p>Personal, Social and Emotional Development</p>
	<p>What we want the children to know</p> <p>"Who?" Refers to a character and "where?" to a place</p>	<p>What we want the children to know</p> <p>Scissors and hammers are tools Tools are not toys and must be used safely</p>	<p>What we want the children to know</p> <p>Children should not hit others, and neither should adults. That we can tell others when we don't like something they do or say.</p>
	<p>What we want the children to know how to do</p> <p>Join in with favourite rhymes – some lines, words and actions. Engage in short periods of joint attention with books. Participate with words, phrases or gestures as play is narrated. Begins to listen and chat to others as plays and works. Follows a simple instruction related to familiar routines Use a short phrase or sentence to communicate ideas Begin to answer who and where questions, and identify how characters are feeling using basic vocabulary Begin to use 'because' to explain simple ideas when prompted..</p>	<p>What we want the children to know how to do</p> <p>Take off own coat independently Put on own shoes with support Run and freeze on command. Climb low apparatus with alternate feet, using own hands for support. Know they need to use the toilet and go independently, following adult guidance with clothing. Wash hands with a reminder. Copy most aspects of whole body action rhymes. Make marks with large tools using arms and shoulders. Jump two feet to two feet on the spot. Can balance on one foot for a couple of seconds Copies horizontal and vertical lines Begins to draw round shapes approximating circles. Picks up small objects with fingers Can competently thread a small number of large beads or objects onto a lace or string Snips with assisted scissors or scissors Use a hammer appropriately to hammer objects into a softer surface - eg a potato</p>	<p>What we want the children to know how to do</p> <p>Use, "Stop." when someone does something we do not like. Confidently chat with familiar adults and some peers. Initiate conversations with others. Locate and bring additional resources to activities to achieve a particular goal.</p>
<p>Literacy</p>	<p>Maths</p>	<p>Understanding the World</p>	<p>Expressive Art and Design</p>
<p>What we want the children to know That marks can be used to give a message to others. The names of appropriate features and objects within stories shared</p>	<p>What we want the children to know The numbers 1-5 in order (oral) "More" can mean lots, and "fewer" not very many</p>	<p>What we want the children to know Minibeasts in our garden are animals and need care The names for the main parts of a tree Differences between day and night</p>	<p>What we want the children to know That we can all be artists That different people like different works of art</p>

<p>What we want the children to know how to do</p> <p>Develop preferences for picture books and seek out adults to share them. Anticipate favourite sections as the book is shared. Hold books independently, opening to find pages of interest. Process language to locate key features in illustrations. Demonstrate joint attention during rhyme time, imitating some actions. Make marks on a range of scales with a range of tools and grips.</p>	<p>What we want the children to know how to do</p> <p>Compare small sets of objects by processing language “more than” and “fewer than”, where there is a obvious difference. Match pairs to demonstrate a secure grasp of commonality. Count within and up to 5 with correspondence, showing some consistency of accuracy. Count sets to 5, applying the cardinal principle. Use one word informal descriptions of properties of 3D shapes as they build. Process and use positional vocabulary in large scale physical play. Sort sets of objects such as building blocks into sets of identical members.</p>	<p>Names for familiar farm animals and pets. Names fro the babies of these animals We can use our senses of sight, hearing, touch, taste, smell to find out about the world.</p> <p>What we want the children to know how to do</p> <p>Name self and family members in photographs. Use some very simple adjectives to describe the sensory properties of everyday materials. Respond appropriately to adult guidance to treat living things with care. Improve techniques with a range of action and reaction toys.</p> <p>Identify and name features of day and night</p> <p>Use their own words to describe sensory experiences</p>	<p>What we want the children to know how to do</p> <p>Join materials with a glue stick Use props, similar to those they represent, appropriately during role play with simple dialogue. Use small world props in simple stories with some narration. Make marks with a wide range of tools and grips. Experiment with combining different media</p> <p>Listen with increased attention to sounds. Remember and sing entire songs - Christmas nativity/show</p> <p>Music Pulse and Rhythm To develop awareness of sounds and rhythms. Pulse and Rhythm Join in an adult-led beat with body percussion. Dynamics and Tempo Respond to and create noise versus silence. Timbre and Texture Imitate environmental sounds vocally and with body percussion. Recognise environmental sounds.</p>
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<p>Spring 1</p>	<p>Communication and Language</p>	<p>Physical Development</p>	<p>Personal, Social and Emotional Development</p>
<p>How Can We Cross a River?</p>	<p>What we want the children to know</p>	<p>What we want the children to know</p>	<p>What we want the children to know</p>

	<p>Longer parts of familiar rhymes and stories by heart. Which rhymes and stories are their favourites</p>	<p>The PANTS rule - what's in our pants is private That hopping is a 'jump' with one leg That some foods are bad for our teeth. That we must clean our teeth twice a day That when we jump down, we land on 2 feet, with our knees bent</p>	<p>That some games and activities need rules to make them work That turn-taking is a way to be kind to others My body belongs to me</p>
	<p>What we want the children to know how to do Join in with longer sections of favourite rhymes and stories – some lines, words and actions. Respond to rhymes and stories with enjoyment Talk about their own play, responding to comments or questions from others. Talk about and/or retell familiar stories with some accurate detail. Sequence some main events from stories. Follow adult cues to help innovate stories</p>	<p>What we want the children to know how to do Stand on one leg for a few seconds, with developing stability. Hop with support – eg holding partner's hand or onto furniture Bowl, roll, chase and collect, tyres and cable reels. Use the toilet independently, managing clothing and washing hands without a reminder. Copy all aspects of whole body action rhymes and challenges. Use a fork and spoon independently. Use a developing fine-pincer grasp when picking up small objects (1st move p 35) Make marks with different size pens with a digital grip or emerging tripod grip when supported . Jump forward with 2 feet together Jump down from a higher to a lower height. With an adult-hand, travel above floor height by walking or crawling. Use sugar tongs or tweezers to pick up objects Drive tricycles by pedalling. Pick up small objects with toes</p>	<p>What we want the children to know how to do Say 'Stop, I don't like that' when someone does something they do not like. Follow rules with simple verbal prompts or visual reminders. Develop appropriate ways of being assertive. Take turns with verbal prompts from adults to pass over equipment. Choose and collect the resources they need to achieve a goal. Carry out simple tasks requested to help someone else</p>
Literacy	Maths	Understanding the World	Expressive Art and Design
<p>What we want the children to know The names of appropriate features and objects within stories shared That marks can be used to give a</p>	<p>What we want the children to know The 'dice-spot patterns' for 1,2 and 3. Match Numicon to set s of 1,2,3 Begin to count objects into Numicon shapes to find or check the value (1-5)</p>	<p>What we want the children to know We can use materials for a purpose. That some materials change when they get wet or are heated.</p>	<p>What we want the children to know We can use different media and materials for different effects We can change a story we know to make a new story</p>

<p>message to others. We can all be story-tellers</p> <p>What we want the children to know how to do Locate familiar books within a larger collection. Choose books independently and spot things of interest within the pages. Remain engaged from the beginning to end of short books. Begin to participate in the repetitive features of very familiar books. Focus on marks as they are being created by a range of tools. Give simple meaning to the marks they make Use words and actions to engage in familiar rhymes To join in with Talk-for-Writing, performing with the pace and rhythm of the group Begin to add marks to outlines to represent their initials Comment on or answer questions about illustrations. Join in with clapping the beats in new words</p>	<p>The language 'under', 'on-top', 'next-to' and 'behind'. The shape- names 'circle', 'square' and 'triangle'. That we can make a collection of things that have commonality and call this a 'set' The language 'tall', 'short', 'long'.</p> <p>What we want the children to know how to do Identify 'circle', 'square' and 'triangle' from a small collection of shapes Subitise within 3. Show sets on fingers within 5. Process and use positional vocabulary accurately in small world scenes and when building. Make pictures and patterns with 2-D shapes, talking about their choices and using their own words to describe shape properties Make a 'set' by collecting items with some commonality from a larger collection. Use everyday language to compare size Use terms day and night in relation to stories, and explain how they know..</p>	<p>Different materials are good for different things We can use maps to represent journeys</p> <p>We can use our senses of sight, hearing, touch, taste, smell to find out about the world.</p> <p>What we want the children to know how to do Respond appropriately to adult guidance to treat living things with care. Collect particular materials for a purpose. Actively explore the properties of everyday materials through spontaneous experimentation. Begin to answer closed and anticipatory questions in simple adult led experiments about the properties of materials Exploring floating and sinking, including items like filled balloons and tennis balls to push under the water Construct with simple mechanisms such as axles and wheels Make simple maps to represent real and imagined journeys Make mechanisms in simple construction kit components such as wheels and axles work to a particular end.</p> <p>Begin to use a wider range of words to describe sensory experiences, eg hot, melt, hard, runny, set, freeze, cold, hard, soft, bendy, stiff, wobbly,</p> <p>wood, plastic, paper, card, fabric</p>	<p>What we want the children to know how to do</p> <p>Use props appropriately to recreate a wider range of simple role plays such as driving vehicles and shopping. Take part in simple dialogue as part of a role-play situation - eg shopping, going on a journey Use figures from familiar stories and films to recreate short episodes. Use mark making tools to make enclosed shapes. Talk about choices of materials they use to help create an agreed outcome.</p> <p>Music To remember patterns of sound. Remember and sing entire songs Pulse and Rhythm Feel and mark the beat of musical pieces with body percussion. Pitch Make and conduct patterns of high and low sounds. Dynamics and Tempo Move/play and stop and move/play and stop Recognise and create loud and soft noises. Timbre and Texture Add simple body percussion and vocal sounds to short rhymes.</p>
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<p>Spring 2 How can We Make Something Grow?</p>	<p>Communication and Language</p>	<p>Physical Development</p>	<p>Personal, Social and Emotional Development</p>
	<p>What we want the children to know Know a new rhyme off by heart.</p> <p>What we want the children to know how to do</p>	<p>What we want the children to know That brushing teeth correctly helps keep teeth strong and healthy</p> <p>What we want the children to know how</p>	<p>What we want the children to know That rules can help to keep us safe</p> <p>What we want the children to know how to do</p>

	<p>Use back and forth conversations about play. Answer simple "why?" questions related to familiar stories and experiences. Remain attentive to the end of the book without prompts. Anticipate the ending of familiar books. Know a few rhymes off by heart. Express preferences for rhymes. Respond to instructions with 3 key words in the context of a game (eg buying 3 items from a shop)</p>	<p>to do Imitate a tooth brushing routine. Put on own coat Drive tricycles by pedalling, steering around obstacles Hop on the spot and to travel a very short distance. Travel above floor height by walking or crawling across familiar equipment independently and safely. Using pincer movements to pick up small items or nip malleable materials. Roll a snake with clay or dough Use tweezers to pick up objects Begin to move pompoms or marbles by flicking when supported Thread smaller beads with large hole onto a pipe cleaner or wire Copy a cross Roll a snake with clay or dough Use tweezers to pick up objects Cut with scissors, moving along the paper</p>	<p>Follow very simple rules to stay safe when visiting the wider locality with familiar adults. Spontaneously take turns during some activities. Join in with simple discussions with an adult about how to make things fair. Choose the tools and materials they need to achieve a goal. Develop ways to calm themselves and use these with adult support.</p>
Literacy	Maths	Understanding the World	Expressive Art and Design
<p>What we want the children to know Signs in our environment have a meaning</p> <p>What we want the children to know how to do Recognise a few examples of environmental print such as shop logos and food labels. Turn the pages of books from beginning to end, mimicking an adult reading some elements of a story. Remain engaged from the beginning to the end of longer books. Answer 'how do they feel?', 'what happened next?' and other questions requiring simple inference and prediction, in relation to familiar stories. Make continuous linear marks and other effects with hands and tools on a range of scales. Identify their own name from a very small selection Begin to trace or copy their initial</p>	<p>What we want the children to know Language for building - longer, shorter, taller, wider than mine. Language of position - behind, under, inside, on top,</p> <p>What we want the children to know how to do Solve everyday problems with numbers up to 5. Process and use positional vocabulary accurately when out in the wider locality. Ascribe meaning to 3D shapes when building, according to their properties. Process language to fill and empty containers. Process language to create structures or arrangements - longer, shorter, taller, wider than mine. Describe patterns on resources and in the</p>	<p>What we want the children to know Some animals hatch from eggs That tadpoles are animals That animals need care That different animals need different food</p> <p>What we want the children to know how to do Collect materials for a particular purpose and explain. Work alongside adults imitating their actions as they care for living things. Narrate, a stage at a time, the way a growing plant or animal is changing. Name the different stages of development in a tadpole Create own action and reaction games such as water flow structures and simple wheeled vehicles from construction kits. Give very simple explanations of how they work</p>	<p>What we want the children to know Language of pattern - spots, stripes, zig-zag, spiral</p> <p>What we want the children to know how to do Use a wider range of objects as props in spontaneous story telling. Use a wider range of objects as props in spontaneous story telling. Create original stories with small world figures. Join materials for a purpose - glue, tape and staples. Use mark making tools to make a range of enclosed shapes.begin to make marks to fill shapes Accurately match environmental sounds to pictures.</p> <p>Remember and sing entire songs Pulse and Rhythm</p>

	environment using everyday language or regularity and repetition to describe features.		To talk about sounds we make with our bodies and what the sounds mean. Dynamics and Tempo Move/play and stop and move/play and stop Recognise and create loud and soft noises. Timbre and Texture Add simple body percussion and vocal sounds to short rhymes.
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Summer 1	Communication and Language	Physical Development	Personal, Social and Emotional Development
	<p>What we want the children to know</p> <p>What we want the children to know how to do</p> <p>Use talk to organise play, assigning roles, directing others, choosing resources. Ask and answer why questions. Join in with very familiar repeated sections in books. Know a range of rhymes and express preferences. Retell all or parts of familiar stories with some independence, using pictures or props to support.</p>	<p>What we want the children to know</p> <p>What we want the children to know how to do</p> <p>Articulate some basic rules for tooth-care, with support as necessary. Move pompoms or marbles by flicking when supported Run at speed negotiating obstacles. Travel above floor height by slowing and controlling movement. Weave materials into frames. Follow a tooth brushing routine. Attempt some very simple fastenings when helping an adult with dressing and undressing. Can hop to travel on dominant leg Can competently clip pegs onto a box Can flick small objects – eg grains of rice (1st move p37) Can pinch to decorate clay sculptures or make a pinch pot Cuts along a line with some accuracy</p>	<p>What we want the children to know</p> <p>We can all be resilient</p> <p>What we want the children to know how to do</p> <p>Follow rules without reminders. Listen and talk to special visitors to the setting. Contribute to decisions about room layout and resources. Use play with another child to extend and elaborate ideas. Accept simple resolutions suggested by adults and move on with play. Use self calming spontaneously. Use a small range of adjectives to describe the emotions of story characters and friends.</p>
Literacy	Maths	Understanding the World	Expressive Art and Design
<p>What we want the children to know</p> <p>That we can use instructions to tell people how to do something</p>	<p>What we want the children to know</p> <p>The numerals 1,2,3 Numerals can tell us how many Measurement vocabulary - heavy, tall, big, tiny, full, empty</p>	<p>What we want the children to know</p> <p>Language of travel - forward, backward, turn That we can control how a toy moves by giving it instructions</p>	<p>What we want the children to know</p> <p>We can change our voices to be different characters</p>

<p>What we want the children to know how to do Answer 'how do they feel?', 'what happened next?' and other questions requiring simple inference and prediction, in relation to familiar stories. Suggest what might happen next from memory. Answer how or why questions about a book. Know a few complete rhymes off by heart. Create a range of marks with different tools and talk about their purpose. Recognise further examples of environmental print from the immediate locality. Make marks, including strings of symbols for others and ascribe meaning to them. When working with an adult, can copy some letters, eg those from their name Begin to make own suggestions as they work with an adult to innovate a story</p>	<p>What we want the children to know how to do Link numerals to sets of 1, 2 or 3. Match Numicon to sets of 1,2,3 Use absolute measurement vocabulary to describe everyday objects such as heavy, tall, big, tiny, full, empty Compare lengths by aligning and accurately identifying longer, taller and shorter. Process and use positional vocabulary accurately when describing book illustrations. Continue an ABAB linear pattern with everyday objects. Talk about things that have happened in the past.</p>	<p>That plants are alive and need care That tadpoles grow into frogs Some animals hatch out of eggs. All people used to be babies We can use our 5 senses to find out about the world</p> <p>What we want the children to know how to do Demonstrate a range of actions with remote control toys. Work alongside adults imitating their actions as they care for living things. Narrate, a stage at a time, the way a growing plant or animal is changing. Recognise self in baby photographs and relate simple family stories about babyhood. Talk about sensory experiences using a range of words to describe sight, small and texture.</p>	<p>What we want the children to know how to do Speak in role in simple story telling. Join materials in a range of ways to make things for a purpose. Use mark making tools with control to add detail to shapes.</p> <p>Music Play instruments with increasing control to express their feelings and ideas.</p> <p>To experience and develop awareness of sounds made with instruments and noise makers. Remember and sing entire songs</p> <p>Pulse and Rhythm Copy very short rhythmic patterns derived from words</p> <p>Pitch Memorise short simple melodies as part of the repertoire of songs.</p> <p>Dynamics and Tempo Move/play/sing fast and move/play/sing slow</p> <p>Timbre and Texture Match onomatopoeic words to environmental sounds. Match familiar instruments - drum, ukelele, glockenspiel, xylophone, bell</p>
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<p>Summer 2</p>	<p>Communication and Language</p>	<p>Physical Development</p>	<p>Personal, Social and Emotional Development</p>
	<p>What we want the children to know Which books are their favourites Know a wider range of rhymes.</p> <p>What we want the children to know how to do To talk about events now and in the past using appropriate tenses. Generate and complete causative sentences. Follow two part instructions.</p>	<p>What we want the children to know</p> <p>What we want the children to know how to do Move pompoms or marbles by flicking Drive ride on toys at speed, using the pedals and steering round obstacles. Drive a 'hand bike' Collaborate with others to transport large items safely. Copy adults to move in a variety of ways.</p>	<p>What we want the children to know</p> <p>What we want the children to know how to do Articulate simple rules to other children. Use a wider range of adjectives to describe feelings of friends and characters in books and films. Help other children by directing them towards activities and resources and</p>

	<p>Begin to "read along" with very familiar books. Comment on books as they are being read. Add own ideas to orally innovate familiar stories</p>	<p>Use a knife and fork independently for some foods. Use a modified tripod grip to make marks, including enclosed spaces. (some support with gip) Repeat the same mark making movement with control and ascribe meaning to marks. Play follow my leader in a small group, imitating a range of gross motor movements. Can skip to travel (no rope) Begins to cut around a shape Hop a very short distance, alternating legs</p>	<p>solving simple practical tasks for or with them. Initiate simple plans to resolve conflict such as offering to go second or passing over a resource. Spontaneously carry out a job for others in the group, like putting shared toys away or finding a lost shoe. Take a role in domestic play and speak from another point of view.</p>
Literacy	Maths	Understanding the World	Expressive Art and Design
<p>What we want the children to know Words are made of sounds We use letters to write words</p> <p>What we want the children to know how to do Name and locate favourite books and give very brief descriptions of plot elements or characters. Re-enact very short excerpts from favourite texts using puppets or small world figures. Use the structure of the text to anticipate when to join in. Suggest what might happen next in unfamiliar books, drawing on the plot so far. Distinguish between the text and the illustrations. Notice very familiar letter symbols in the environment such as letters from their name. Have a repertoire of known rhymes. Complete a phrase with the final rhyming word. Accurately claim familiarity with a small number of symbols such as letters from their names, house numbers Use imitative writing during role play. Demonstrate a hand preference.</p>	<p>What we want the children to know Numerals 1-5 Simple vocabulary of time; today, yesterday, tomorrow.</p> <p>What we want the children to know how to do Link numerals to sets within 5. Predict changes in amounts in stories and rhymes, counting forwards and backwards Use a few of their own symbols and marks to represent mathematical experiences. Combine 2D and 3D shapes to make new shapes and narrate the effects created. Compare area of 2D shapes by placing them on top of each other identifying and naming bigger and smaller Participate accurately in ABAB repeated patterns of actions. Join in making AB patterns Recognise ABC patterns Talk about things that have already happened and things that are going to happen. Use objects to tell a simple number story involving addition and/or subtraction</p>	<p>What we want the children to know We live in North Shields/Whitley Bay etc We live near the coast or seaside Some places in the world are different from where we live</p> <p>Know that different places around the world may have different feature</p> <p>Know that the seaside environment is special, and that certain creatures and plants live there</p> <p>We can use our 5 senses to find out about the world</p> <p>What we want the children to know how to do Begin to answer closed and anticipatory questions in simple adult led experiments about the properties of materials - (dissolving salt in water and then extracting crystals Making ice-cream in a bag) Actively explore the seaside environment Begin to make simple predictions in adult-led experiments, sometimes with scaffolding from an adult Use remote control toys to a particular end</p>	<p>What we want the children to know</p> <p>What we want the children to know how to do Generate simple stories inspired by props. Create original stories with small world figures, including dialogue Use mark making tools to make very simple representational drawings. Accurately match instrumental sounds to familiar percussion instruments. Know by heart most of the words of simple repetitive songs and melodic nursery rhymes.</p> <p>Music Create their own songs, or improvise a song around one they know. Show different emotions in their drawings and paintings, like happiness, sadness, angry. Respond to what they have heard, expressing their thoughts and feelings Remember and sing entire songs</p> <p>Pulse and Rhythm Copy very short rhythmic patterns derived from words</p> <p>Dynamics and Tempo Move/play/sing fast and move/play/sing slow</p>

<p>Write symbols in an order which approximate to their name. Uses a modified tripod grip, sometimes with support. Clap the beats in a word Begin to identify initial sounds from a choice of 2 or 3 Begin to join in with Fred-talking activities</p>		<p>and explain how to do it. Work alongside adults imitating their actions as they care for living things. Narrate a stage at a time the way a growing plant or animal is changing. Describe and enact some of the roles of community figures .</p> <p>Make simple comparisons between where we live and places in stories, non fiction texts and film clips.</p>	<p>Timbre and Texture Match onomatopoeic words to environmental sounds.</p>
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