



How our curriculum begins...

New Silksworth Academy

HISTORY

GEOGRAPHY

ART AND DESIGN

DESIGN TECHNOLOGY

SCIENCE

PSED

RE

MATHS

PE

MUSIC

LITERACY



EYFS Lead: Mrs V Merrie

[@Mrs_Merrie](https://www.instagram.com/Mrs_Merrie)

[@NewSilksAcademy](https://www.instagram.com/NewSilksAcademy)

HISTORY

LINKED EYFS AREAS OF DEVELOPMENT/ELG				
	Early Learners will be learning to:	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Communication				Speaking <ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Maths		<ul style="list-style-type: none"> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 		
Understanding the World		<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Understand the key features of the life cycle of a plant and an animal. 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. 	Past and Present <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

CURRICULUM INFORMATION				
	Early Learners will learn:	3 & 4-year-olds will learn:	Children in Reception will learn:	
	Who is in my family Knowing we celebrate some simple festivals at certain times of the year- remembrance (soldiers/poppies), birthdays, Christmas and Easter			Chronological knowledge/understanding (including characteristic features of periods) - Use everyday language related to time. Order and sequence familiar events Describe main story settings, events and principal characters. Talk about past and

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">WHAT DOES THIS LOOK LIKE</p>	<p>We will learn who my immediate family members are and early acceptance that everyone's family is different</p> <p>What are we doing now, next, last?</p>	<p>Revisit dojo pictures to remind them what we did last week, yesterday etc</p> <p>Looking at pictures of themselves celebrating a festival or an event to link with learning</p> <p>Language of yesterday, today and tomorrow (visual timetable)</p> <p>Older and younger conversations</p> <p>Having some awareness of changes that have happened in their lifetime eg new house, new baby, new parent/carer</p> <p>Knowing we celebrate some simple festivals at certain times of the year- remembrance (soldiers/poppies/war), birthdays, Christmas and Easter</p> <p>Talking about immediate family, who lives in my house</p>	<p>We will learn about ourselves as valuable individuals with a place in time. We will name and describe people who are familiar to us.</p> <p>We will learn about Remembrance Day, why we wear a poppy and who we are remembering, as well as knowing the cenotaph is a place where soldiers are remembered all year round.</p> <p>We will learn that travel to the moon is possible and that we fly there in a rocket. We will learn that man has walked on the moon. We will know there are other planets too and some exploration has happened on some planets.</p> <p>We will learn that jobs we know about now existed in the past too.</p> <p>We will learn that Dinosaurs lived a long time ago, before people. We will learn that we only know about these because we find fossils and bones, some eat plants and some eat meat.</p>	<p>present events in their own lives and in lives of family members.</p> <p>Historical enquiry - Using evidence / Communicating ideas - Be curious about people and show interest in stories Answer 'how' and 'why' questions ... in response to stories or events. Explain own knowledge and understanding, and asks appropriate questions. Know that information can be retrieved from books and computers Record, using marks they can interpret and explain</p> <p>Interpretations of history - Share knowledge about the past through role play, drawing and talking</p> <p>Continuity and change in and between periods - Look closely at similarities, differences, patterns and change Develop understanding of changes over time</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">END POINS</p>	<p>I know who is in my family</p> <p>I know who was born before me and who was born after</p> <p>I know what I am doing now and what I did last</p>	<p>I know the terminology of today, yesterday, last week</p> <p>I know my family has history and that some people were born a long time before me</p> <p>I know that some celebrations that we take part in started a long time ago</p>	<p>I know that people around me have specific jobs to do and that some of these jobs happened in the past too.</p> <p>I know that some people who have done important things are remembered and celebrated at certain times of the year</p> <p>I know that the place I live is constantly changing and can use photos and other evidence to make simple oral comparisons</p> <p>I know that stories can be set in different times and have a beginning, middle and an end.</p>	<p>Cause and consequence - Question why things happen and listen to explanations</p> <p>Similarity/ Difference within a period/ situation (diversity) - Know about similarities and differences between themselves and others, and among families and traditions</p>

VOCAB	Now Then A long time ago	Yesterday, today, tomorrow Before Younger Older	History Change Compare Same Different Many years ago	Significance of events/ people - Recognise and describe special times or events for family or friends
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GEOGRAPHY

LINKED EYFS AREAS OF DEVELOPMENT/ELG				
	Early Learners will be learning to:	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Understanding the World	<ul style="list-style-type: none"> Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips 	<ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Begin to understand the need to respect and care for the natural environment and all living things. Use all their senses in hands-on exploration of natural materials. 	<ul style="list-style-type: none"> Draw information from a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 	<p><u>People Culture and Communities</u></p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
MATHEMATICS		<ul style="list-style-type: none"> Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. 		

	Early Learners will learn:	3 & 4-year-olds will learn:	Children in Reception will learn:
	<p>Understanding the world</p> <p>Explore natural materials, indoors and outside</p> <p>Children know they attend New Silksworth Academy and that they come round the back of school to enter the door</p> <p>Children know that Nursery is located next door to them and they will move to that room when they are older</p> <p>Children know that their provision is organised into areas and children can move from area to area independently, gaining confidence</p> <p>Explore and respond to different natural phenomena in their setting and on visits</p> <p>Through stories looking at the beach, the sea, sea creatures, caves, forests, bears, lighthouses, hot air ballons etc</p> <p>Children to be able to follow simple positional directions with guidance (e.g. stand behind him in the line, put the brush next to the gate)</p>	<p>Understanding the world</p> <p>Understand position through words alone (e.g. The bag is under the table) with no pointing</p> <p>Describe a familiar route (to the hall for assembly/dinner/outdoor area)</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'</p> <p>Use all senses in hands on exploration of natural materials</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (through learning around celebrations/ stories from around the world)</p> <p>Children use simple globe with teacher to find different countries</p> <p>Children to be able to follow simple positional directions with increasing independence</p>	<p>Understanding the World</p> <p>Draw information from a simple map</p> <p>Recognise some similarities and differences between life in this country and life in other countries through stories (hot and cold)</p> <p>Explore the natural world around them (outdoor play/ beach)</p> <p>Recognise some environments that are different to the one in which they live through observations</p> <p>Children to be able to follow positional directions independently and be able to give simple positional directional instructions</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">WHAT DOES THIS LOOK LIKE</p>	<p>Outdoor play, noticing around them, feeling materials around them, hearing modelled and attempting to describe the things they see, hear and feel.</p> <p>Following simple directional instructions with guidance.</p>	<p>Listening to stories and through play creating physical maps to retell them.</p> <p>Talking about their journeys to school, their journeys to Grandmas, their journeys on holiday, what they have seen, how it made them feel etc</p> <p>Knowing that the ground is hard but can change seasonally dependent eg muddy, soft, leaf covered, icy/slippy</p> <p>Retell stories in their own play and through making maps from junk modelling, small world play and drawing/painting simple route maps in their pictures eg Little Red Riding hood- house, forest, wolf etc</p> <p>Planting seeds and taking care of them in their own environment, recognising that environments change over time, across a year and are varied.</p> <p>Children to mark make (sand pit) to draw a very simple map of treasure.</p> <p>Rock Pool School visit to share habitats and creatures</p>	<p>Begin to develop their geographical knowledge by exploring features of our school and nursery.</p> <p>Use simple maps, globes and atlases to investigate different places as we begin to compare and contrast different environments including the Arctic; early map work builds from talking about our journey to school or exploring the local area using google maps to Reception could be through the drawing of 'where we live' maps or story maps(story maps can include drawing of trees/ homes/ shops etc)</p> <p>Make use of our outdoor learning environments to enhance and apply their skills as geographers discussing local landmarks; Penshaw Monument, the beach etc</p> <p>Observe and discuss the weather and seasonal changes.</p> <p>Children look at some landmarks when exploring and discussing the local area (Spire Bridge/ Monkwearmouth Bridge)</p> <p>Children to use Google Maps with teacher to locate homes and look at where they are in relation to school (I live around the corner/ I live over the road)</p> <p>Children to visit some places in the local area (church/post box)</p> <p>Learn about the different roles and jobs people have in our community.</p> <p>Know that they have a role to play in keeping 'our World' clean and litter free (sustainability) (beach visit)</p> <p>Trip to Botanical Gardens (route around gardens and children understanding plants need to be kept inside to grow/ children can also identify places in area when travelling, e.g. shops/ road/ path)</p>
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<p style="text-align: center;">END POINTS</p>	<p>I know that the door to my school is at the back of the building and I walk along it every day</p> <p>I know that the route to nursery is through the door in my room</p> <p>I know I know how to move around my room eg get to the toilets, go outside safely</p>	<p>I know and can follow a repetitive route to the Hall for my lunch and PE</p> <p>I can talk about the things I pass and observe my surroundings</p> <p>I can use some simple positional vocabulary to describe how to get from one place to another</p> <p>I know there are different places in the world where stories are set and celebrations happen</p> <p>I know a simple globe represents our world</p>	<p>I can listen to a story and create a simple map that helps me retell it</p> <p>I know that some stories are set in different countries around our world</p> <p>I can describe my immediate environment using observations, photos, stories and simple maps</p> <p>I can compare two places and say how they are similar and how they are different</p> <p>I can give precise instructions to direct someone around my classroom to find something that is hidden.</p>
<p style="text-align: center;">VOCAB</p>	<p>outside inside school building beach sea park</p>	<p>house road path shop on top of under behind In front next to globe world places</p>	<p>country Silksworth Sunderland backwards forwards birds eye view local area landmark route map environment</p>

ART AND DESIGN

LINKED EYFS AREAS OF DEVELOPMENT/ELG				
	EARLY LEARNERS	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Expressive Art and Design	<ul style="list-style-type: none"> Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. 	<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear etc. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 	<p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
Understanding the World				<p><u>The Natural World</u></p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants.
Physical Development	<ul style="list-style-type: none"> Reach out for objects as co-ordination develops. Pass things from one hand to the other. Let go of things and hand them to another person, or drop them. Develop manipulation and control. Explore different materials and tools 	<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. 	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility. 	<p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

CURRICULUM INFORMATION

EARLY YEARS

Areas of Focus: The early years offer is grouped around 7 areas of exploration:

**What Can We See?
How Can We Explore 3d Materials?**

**How Can We Explore Colour?
How Can We Use Our Bodies To Make Art?**

**How Can We Build Worlds?
How Can We Use Our Bodies To Make Art?**

**How Can We Explore Materials & Marks?
How Can We Use Our Imaginations?**

Activities are provided which enable an open-ended, playful exploration of materials, processes and ideas, which in turn nurture dexterity skills, promote an early understanding of visual literacy skills, and begin to build children's confidence in their ability to make a personal, creative response to a stimuli. Together these opportunities provide a foundation for pupils to develop skills further through the Art Curriculum.

	Autumn Term	Spring Term	Summer Term
Early Learners	<p>WHAT CAN WE SEE? HOW CAN WE EXPLORE COLOUR? To Colour... https://www.accessart.org.uk/to-colour/ Linked Text – Brown Bear, Brown Bear Light box exploration</p> <p>HOW CAN WE EXPLORE MATERIALS AND MARKS? Barefoot sensory walk Linked Text - Bear Hunt</p> <p>Christmas Craft / Diwali</p>	<p>HOW CAN WE USE OUR BODIES TO MAKE ART? Large scale collaborative art pieces, using fabric to make butterflies Linked Text – The Hungry Caterpillar</p> <p>HOW CAN WE USE OR IMAGINATION? Using alternative objects as a representation</p> <p>Spring Pictures</p> <p>Transient Art</p>	<p>HOW CAN WE EXPLORE MATERIALS AND MARKS? Making marks in sensory materials: shaving foam, sand etc.</p> <p>Making marks on different materials/textures: plates, paper, fabric, stones etc.</p> <p>Flower pressing, nature painting</p>
Nursery	<p>HOW CAN WE EXPLORE 3D MATERIALS? HOW CAN WE USE OUR IMAGINATIONS? Clay Play https://www.accessart.org.uk/how-to-clay-play/ Junk modelling Christmas ornaments/crafts</p> <p>WHAT CAN WE SEE? Observational paintings – owls, feathers</p>	<p>HOW CAN WE BUILD WORLDS? HOW CAN WE USE OUR IMAGINATIONS? Small/large construction</p> <p>HOW CAN WE EXPLORE MATERIALS AND MARKS? HOW CAN WE EXPLORE COLOUR? Spring Pictures Bubble Painting/Printing</p> <p>HOW CAN WE EXPLORE 3D MATERIALS? Making Chinese Lanterns</p>	<p>HOW CAN WE EXPLORE MATERIALS & MARKS? Nursery Night Time Collage https://www.accessart.org.uk/nursery-night-time-collage/</p> <p>HOW CAN WE EXPLORE 3D MATERIALS? HOW CAN WE USE OUR IMAGINATIONS? Rocket Building</p> <p>WHAT CAN WE SEE? Finding Circles https://www.accessart.org.uk/finding-circles/ Linked Text – Swirl by Swirl</p>
Reception	<p>HOW CAN WE EXPLORE 3D MATERIALS? Repeat Pattern Printing Roller https://www.accessart.org.uk/repeat-pattern-printing-roller/</p> <p>HOW CAN WE EXPLORE COLOUR? Collaging with Wax Crayon Rubbings https://www.accessart.org.uk/collaging-with-wax-crayon-rubbings/</p>	<p>HOW CAN WE EXPLORE MATERIALS & MARKS? Burton Hathow Ducklings https://www.accessart.org.uk/burton-hathow-ducklings/</p> <p>HOW CAN WE EXPLORE MATERIALS & MARKS? Galaxy Painting https://www.accessart.org.uk/galaxy-painting/</p> <p>HOW CAN WE EXPLORE MATERIALS & MARKS? Imaginary Landscapes https://www.accessart.org.uk/imaginary-landscapes/</p>	

DESIGN TECHNOLOGY

LINKED EYFS AREAS OF DEVELOPMENT/ELG				
	Early Learners will be learning to:	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Expressive Art and Design	<p>Explore different materials, using all their senses to investigate them.</p> <p>Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Physical Development</p> <p>Fine Motor Skills Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Expressive Arts and Design Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p>
PHYSICAL DEVELOPMENT	<p>Develop manipulation and control.</p> <p>Explore different materials and tools.</p> <p>Build independently with a range of appropriate resources.</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	
PSED		<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</p>		
UTW		<p>Explore how things work.</p>		

CURRICULUM INFORMATION

Communication and Language

Through D&T, children listen carefully to instructions and follow them accurately when using tools and practising techniques.

When responding to questions, children explain how their own and others' products work, say who they think they are for and what purpose they fulfil. They develop technical vocabulary and learn how to express their ideas for what they want to design and make

Personal, Social and Emotional Development

D&T is ultimately about people and making things better for people. As a result there are many issues to explore empathy, values and need of users. D&T also provides unique opportunities for children to develop their self-confidence and self-awareness, manage their feelings and make relationships.

Physical Development

D&T activities can significantly help with fine and gross motor experiences in children. Opportunities for sensory explorations and co-ordination can be achieved through a number of tasks and play. Using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. Having access to range of tools will employ muscles in different ways (twisting, pushing and pulling) and can develop gross motor skills such as hammering and sawing

Literacy

Communication is a key aspect in design and technology. Children are provided opportunities for children to discuss their creations and those made by other people. Discussion throughout the process of creation allows early opportunities for an iterative approach and analytical thinking. The technical and practical nature of designing and making helps to ensure that writing activities meet the needs and interests of all children. As part of the EYFS curriculum that many children find accessible, enjoyable and motivational, design and technology provide contexts for children to communicate about what they have made and designed.

Mathematics

This area of learning enables children to explore and further their understanding of shapes, spatial awareness and measure. Developing a risk-taking approach is also key and should help to embed a growth mindset which is vital for D&T.

Understanding the World

This area of learning enables children to learn about products and environments that have been designed and made by people. Children think about how a range of everyday and fewer familiar products are used in places such as schools and homes. They select and use these products for particular purposes and investigate and evaluate them using a range of questioning techniques. They talk about features of their indoor and outdoor environment. To support their learning in design and technology, it is essential that children explore the built or design and made world.

Expressive Arts and Design

This is the area of learning where D&T – related aspects can really be explored. The area focuses on children's creative development and mentions the need for a wide-range of materials, tools and other resources. This provides opportunities for children's learning in D&T to draw on the 'arts' when they are designing and making. It is equally important to be aware of the distinctive nature of D&T so that children receive a genuine design and technological experience. For D&T, the children and adult would be discussing different users, the purpose of their product and how it works (function). In D&T we often mention 'Something for Somebody for Some purpose' with teachers. Children should be using a variety of materials and engage in imaginative role-play where they create and use indoor and outdoor environments based on the designed and made world

**EYFS
GENERIC
PROVISION**

Outdoor Environment

- Access to one –handed tools and equipment for writing and drawing e.g. pencils, pens, sticks, chalk
- Construction equipment eg. Large scale wooden blocks, crates, construction kits (mobilo, cogs and gears, duplo)
- Water, paint pots, brushes
- Access to weather boxes; rainy weather box Knowledge and exploration of materials e.g. water, sand.
- Investigating mechanisms; water pump, guttering,
- Texture kitchen eg. Sand, mud, stones,
- Focus on natural environment e.g shells, stone, bark Crates and boxes for building
- Mud kitchen
- Opportunities for malleable play available

Indoor environment

- Cooking Mixing, stirring, weighing, chopping, peeling, measuring, kneading, heating, freezing, cooling
- Healthy choices, daily fruit and snack times
- Exploring how things work eg. Magnets, torches, clockwork mechanisms, crane (gears and cog)
- Exploring interactive storybooks.
- Making interactive storybooks with sliders, dials and pop-ups.
- Tear paper, make marks on and print on different types of paper
- Model making with junk -
- Joining and fixing with glue, tape, paper fasteners, nails and hammers
- Strengthening structures with card and wood
- Construction
- Loose parts natural materials to enable open-ended construction
- Mobilo, Lego, Duplo, Medium sized wooden blocks / 3D shapes, Small wooden blocks / 3D shapes, Large Construction
- Children make their own playdoh
- Opportunities to disassemble items.

	Early Learners will learn:	3 & 4-year-olds will learn:	Children in Reception will learn:
	<p>Hammering nails into potatoes Building structures with a range of everyday objects Construction kits Cutting with sprung scissors Supported problem solving (Humpty Dumpty) Access to a range of card, paper, materials and fabrics Making puppets for story-telling Discussing creations Stacking objects Range of stimulating equipment for mark-making (shower curtains) Disassembling packaging Treasure Baskets – repeated exploration of textures, sounds, smells and tastes Exploration of tools and joining materials, finding out what they are/what they can do and how to use them</p>	<p><u>AUTUMN</u> Food likes and dislikes - sensory evaluations Food healthy and unhealthy Making fruit salad Making porridge with different toppings (Goldilocks and the 3 Bears) Following Instructions/Cooking - Making Flapjacks/Baking bread/Soup (harvest) Making simple books with flaps and shapes, Zigzag books Shared thinking to develop roleplay area Kite/Windmill Making</p> <p><u>SPRING</u> Making rockets Junk modelling (Whatever next? Jill Murphy) Junk modelling – using a variety of materials to create small world environments (Under the Sea) Making pancakes with different toppings (Mr Wolf's Pancakes) Chinese New Year- making stir-fried noodles with different vegetables. Making Bubble Wands Making Natural Paintbrushes Weaving with wool and sticks Clay Hedgehogs</p> <p><u>SUMMER</u> Healthy eating - Fruit Kebabs Changing state- making fruit lollies /yoghurt lollies Making Spiral Mobiles Shadow drawing in nature Junk Modelling; making boats, beach huts and puppet shows Making MiniBeast Hotels</p>	<p><u>AUTUMN</u> Constructing houses from different materials Junk Modelling (Three Little Pigs) Baking bread Following Instructions - Making Poppies Making Gingerbread Men (The Gingerbread Man) Making Skeletons (Funny Bones) Resilience building, trial and error, solving problems</p> <p><u>SPRING</u> Light and Dark Lost and Found Exploring material and containers. What floats? What sinks? Describing materials</p> <p><u>SUMMER</u> Following Instructions - Growing Sunflowers</p>
END POINTS	<p>I can tear, rip and screw up paper I can use sprung scissors to cut and other one handed tools eg a small hammer I can use a glue spreader and a glue stick I can make a simple model using different materials</p>	<p>I can begin to use child sized scissors with increasing effectiveness and control I can use other one handed tools under supervision eg a saw, a hammer, a screwdriver, a knife I can make small world models with blocks and constructions to represent cities, building and spaces I can join different materials making more informed choices about how would be best eg using masking tape to be able to colour on</p>	<p>I can follow instructions to combine simply measured ingredients for making food I can use a range of small tools to help me build, make and create, with increasing confidence eg scissors, knives, paintbrushes I can begin to evaluate something I have made, orally I can select materials that would be most appropriate for the task in hand I can join materials beginning to think about non adhesive strategies too</p>

SCIENCE

LINKED EYFS AREAS OF DEVELOPMENT/ELG				
	Early Learners will be learning to:	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Expressive Arts and Design		<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. 		<p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Understanding the World		<ul style="list-style-type: none"> Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. 	<ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 	<p><u>The Natural World</u></p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
CLL	Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'	<ul style="list-style-type: none"> Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 		

CURRICULUM INFORMATION		VOCAB	END POINT
<p>This is what our scientists can do...</p> <p>Children in EYFS will ask questions about the environment including the weather outside. They will be able to suggest what they might wear. They will develop an understanding of growth, decay and changes over time and show care and concern for living things and the environment. They will use their senses when walking around and investigating. They will develop questioning and curiosity through play and understand the concept of forces and electricity through twisting, pushing, slotting and magnetic toys and seeing the effects of pushing different buttons to make sounds and movements. They can talk about similarities and differences between living things and materials and make simple observations about animals.</p>			
BIOLOGY			
Plants	<p>Natural world Explore the world around them making observations and drawings of plants.</p> <p>Natural world Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Communication and language- express their ideas and feelings about their experiences using full sentences.</p>	Plant, leaf, stem, flower, grow, rain, sun, water, soil, seed	Can plant seeds and care for growing plants. Understand the basic features of a simple plant lifecycle. Can name basic parts of a plant e.g. leaf, petal.
Animals including humans	<p>The Natural World Explore the natural world around them, making observations and drawing pictures of animals. Begin to make sense of their own life-story and family's history. Begin to understand the key features of the lifecycle of a plant and animal.</p> <p>People, culture and communities Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts and maps.</p> <p>Personal, social and emotional development Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, heart.	Children can explore the natural world around them. They can describe what they see, feel and hear when outside. They can recognise environments which are different to the one they live in. They can talk about simple similarities and differences between living things. They can make simple observations about animals and explain why some things occur. They can explore basic lifecycles of animals.
Living Things and Habitats	<p>People, culture and communities Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</p> <p>Understanding the world Begin to understand the need to respect and care for the natural environment and all living things. Explore the natural world around them.</p>		Children will be able to explore the natural world and make observations. Children will recognise animal habitats. Children will understand how to look after animals and the environment including habitats. Children will begin to explore where they live and compare to other places in the world e.g. weather, climate.

Evolution and Inheritance	Know about similarities and differences in relation to places, objects, materials and living things. Talk about the features of their own immediate environment and how environments might vary from one another. Make observations of animals and plants and explain why some things occur and talk about changes.		
CHEMISTRY			
Materials	Know about similarities and differences in relation to places, objects, materials. Talk about the features of their own immediate environment and how environments might vary from one another.		
Rocks and Soils			
PHYSICS			
Seasonal Change	The Natural World Understand some important processes and changes in the natural world around them, including seasons.	Snow, wind, rain, sun, day, night, stormy, cloudy, hot, cold, foggy.	Can describe the weather outside and suggest what they might wear and what they might see. Can comment on the environment e.g. the leaves have fallen off the tree, there is a puddle. Children can understand the effect of changing seasons on the natural world around them.
Light	Know about similarities and differences in relation to places, objects and materials. Talk about the features of their own immediate environment and how environments might vary from one another.		Children will be able to identify and name different colours. They can mix colours and explain the changes.
Sound	Know about similarities and differences in relation to places, objects, materials and living things. Talk about the features of their own immediate environment and how environments might vary from one another. Make observations of animals and plants and explain why some things occur and talk about changes		They can experiment with sound and making different noises with musical instruments and express using different terms such as loud, quiet, beat, vibrate.
Forces	Understanding the World. Explore and talk about different forces they can feel. Can talk about the differences between materials and changes they notice.	Push, pull, twist, stretch, turn, open, lift, squeeze, pinch, flick, tap.	Children will be able to play with a range of toys of varying sizes made of different materials and fit them together in different ways such as twisting, pushing, slotting or magnetism. Can manipulate playdough in different ways.
Electricity	Shows skills in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or new images.		

CURRICULUM INFORMATION			
Early Learners will be learning to:	3 & 4-year-olds will be learning to:	Reception will be learning to:	ELG
RELATIONSHIPS			
<ul style="list-style-type: none"> Establish their sense of self Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on Develop friendships with other children Play with increasing confidence on their own and with other children, because they know their key person is nearby and available Engage with others through gestures, gaze and talk and use that engagement to achieve a goal. 	<ul style="list-style-type: none"> Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions Start a conversation with an adult or a friend and continue it for many turns Develop their sense of responsibility and membership of a community Become more outgoing with unfamiliar people, in the safe context of their setting Show more confidence in new social situations Play with one or more other children, extending and elaborating play ideas Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas Increasingly follow rules, understanding why they are important Remember rules without needing an adult to remind them Develop appropriate ways of being assertive Talk with others to solve conflicts. 	<ul style="list-style-type: none"> Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Develop social phrases. Build constructive and respectful relationships Talk about members of their immediate family and community Name and describe people who are familiar to them 	<ul style="list-style-type: none"> Hold conversation when engaged in back-and-forth exchanges with their teachers and peers Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and others' needs Talk about the lives of people around them and their roles in society
LIVING IN THE WIDER WORLD			
<ul style="list-style-type: none"> Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front Look for clues about how to respond to something interesting Thrive as they develop self-assurance Express preferences and decisions. They also try new things and start establishing their autonomy Make themselves understood and can become frustrated when they cannot 	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them Begin to make sense of their own life-story and family's history Show interest in different occupations Continue developing positive attitudes about the differences between people Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> See themselves as a valuable individual Recognise that people have different beliefs and celebrate special times in different ways 	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

HEALTH AND SAFETY

- Learn to use the toilet with help, and then independently
- Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person
- Look back as they crawl or walk away from their key person
- Find ways to calm themselves, through being calmed and comforted by their key person
- Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..."
- Safely explore emotions beyond their normal range through play and stories
- Feel strong enough to express a range of emotions
- Grow in independence, rejecting help ("me do it") - Sometimes this leads to feelings of frustration and tantrums
- Be increasingly able to talk about and manage their emotions
- Find ways of managing transitions, for example from their parent to their key person
- Start to say how they are feeling, using words as well as actions

- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly
- Make healthy choices about food, drink, activity and toothbrushing
- Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'
- Understand gradually how others might be feeling

- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspectives of others
- Manage their own needs. - personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine
- Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
- Negotiate space and obstacles safely, with consideration for themselves and others

LINKED EYFS AREAS OF DEVELOPMENT/ELG				
	2YO	3 & 4-year-olds will be learning to:	Reception will be learning to:	ELG
PSED		<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. 	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. 	Building Relationships <ul style="list-style-type: none"> Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
Understanding the World		<ul style="list-style-type: none"> Begin to understand the need to respect and care for the natural environment and all living things. Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 	People Culture and Communities <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

RE is non-statutory in Early Learners and Nursery, but we choose to incorporate RE into our celebrations and children's activities. Also see PSHE

Welcome' celebrations are termly: Welcoming our September, January, and April new starters *Sunderland RE Syllabus*

AUTUMN	<p>Welcome!</p> <p>Harvest - exploring vegetables, making soup and bread</p> <p>Diwali - dressing up in scarfs and listening to music, exploring light (torches/light box),</p> <p>Bonfire Night - chalk pictures, exploring colour through mark making, safety</p> <p>Remembrance – exploring soldiers who are here to help us, looking at images of poppies and remembrance march. Observed 2 minute silence.</p> <p>Nativity/Christmas - an age/stage appropriate introduction to the Nativity Story and a performance for parents/carers, Christmas and traditional songs, wooden nativity. Christmas crafts</p>	<p>Welcome!</p> <ul style="list-style-type: none"> Transition September Starters Linked Text - 'Hello Friend' <p>Harvest</p> <ul style="list-style-type: none"> Community What are donations? <p>Diwali</p> <ul style="list-style-type: none"> How families prepare for Diwali Celebrating Diwali Diwali Story - shadow puppets Making Rangoli patterns with seeds, playdough <p>Remembrance Day</p> <ul style="list-style-type: none"> observe silence, age stage appropriate introduction. Our local senotaph (google maps) Art exploration <p>Children in Need</p> <ul style="list-style-type: none"> What is Charity? understanding some families are different and that some children may need our help <p>Nativity Christmas</p> <ul style="list-style-type: none"> My First Nativity – an age/stage appropriate introduction to the Nativity Story 	<p>Why is the word 'God' so important to Christians? Exploring wonders of the natural world expressing ideas and feelings Creation Story</p> <p>Christmas - Why is Christmas special for Christians? Exploring people who are special to us Nativity Story</p> <p>Remembrance – Visit to Senotaph</p> <p>Diwali – Read/sequence Rama and Sita Story, making divas, food tasting</p>
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<p style="text-align: center;"><u>SPRING</u></p>	<p>Chinese New Year – tasted rice and prawn crackers, sensory exploration linked to the celebration of CNY</p> <p>Easter – Easter cards and making Easter nests, topic table with objects to explore.</p>	<p>Shrove Tuesday /Pancake Day</p> <ul style="list-style-type: none"> Family customs and traditions, making our own pancakes. <p>Chinese/Lunar New Year</p> <ul style="list-style-type: none"> How families prepare for CNY Celebrating CNY CNY Story - shadow puppets Exploring the significance of 'red' at CNY - Making decorations <p>Easter celebration</p> <ul style="list-style-type: none"> How Christian families prepare for Easter Celebrating Easter The Easter Story - told through sand art Family customs and traditions - Easter Egg Hunt, Easter crafts/cards 	<p>Being Special: Where do we belong? Exploring Baptisms and comparing how children are welcomed into other faiths. Aqiqah Ceremony (Islam) Raksha Bandan (Hinduism) – celebrating the special bond between brothers and sisters</p> <p>Easter - Why is Easter special to Christians? Exploring the stories connected with the celebration of Easter Palm Sunday Story</p> <p>CNY – Read/sequence CNY story, food tasting, making lanterns</p>
<p style="text-align: center;"><u>SUMMER</u></p>	<p>Our Community Summer Fair</p> <p>End of Year Celebrations</p>	<p>Ramadan/Eid al-Fitr</p> <ul style="list-style-type: none"> How families prepare for Eid al-Fitr Celebrating Eid al-Fitr Eid al-Fitr Performance – making pictures with seeds and lentils <p>Our Community Summer Fair</p> <p>End of Year Celebrations</p> <p>Transition to reception</p>	<p>What places are special and why? Exploring how special our world is on a Nature Walk</p> <p>What times/stories are special and why? Exploring our favourite book. Introducing the Bible and stories from major faith traditions* *chosen from syllabus list</p> <p>Place of worship visit</p>

LINKED EYFS AREAS OF DEVELOPMENT/ELG

Communication and Language relevant to Mathematics

2 Year Old Early Learners	Communication and Language	Speaking	<ul style="list-style-type: none"> • Make themselves understood. • Start to develop conversation, often jumping from topic to topic. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes.
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> • Use a wider range of vocabulary. • Understand 'why' questions, like: "why do you think the caterpillar is so fat?"
Reception	Communication and Language		<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Mathematics

2 Year Old Early Learners	Mathematics	<ul style="list-style-type: none"> • Combine objects like stacking blocks and cups. Put objects inside others and take them out again. • Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. • Compare amounts, saying 'lots', 'more' or 'same'. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'. • Climb and squeeze themselves into different types of spaces. • Build with a range of resources. • Complete inset puzzles • Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. • Notice patterns and arrange things in patterns.
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Number and Place Value		
Counting		
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> Recite numbers past 5. Say one number name for each item in order: 1, 2, 3, 4, 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
Reception	Mathematics	<ul style="list-style-type: none"> Count objects, actions and sounds. Count beyond ten.
ELG	Mathematics	Numerical Patterns <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system.
Identifying, Representing and Estimating Numbers		
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals.
Reception	Mathematics	<ul style="list-style-type: none"> Subitise. Link the number symbol (numeral) with its cardinal number value.
ELG	Mathematics	Number <ul style="list-style-type: none"> Subitise (recognising quantities without counting) up to 5.
Reading and Writing Numbers		
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals.
Reception	Mathematics	<ul style="list-style-type: none"> Link the number symbol (numeral) with its cardinal number value.
Compare and Order Numbers		
Three and Four-Year-Olds	Mathematics	Compare quantities using language: 'more than', 'fewer than'.
Reception	Mathematics	Compare numbers.

ELG	Mathematics	Numerical Patterns	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
Understanding Place Value			
Reception	Mathematics		<ul style="list-style-type: none"> Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.
ELG	Mathematics	Number	<ul style="list-style-type: none"> Have a deep understanding of numbers to 10, including the composition of each number.
Solve Problems			
Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none"> Solve real world mathematical problems with numbers up to 5.

Addition and Subtraction			
Mental Calculations			
Reception	Mathematics		<ul style="list-style-type: none"> Automatically recall number bonds for numbers 0-5 and some to 10.
ELG	Mathematics	Number	<ul style="list-style-type: none"> Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Solve Problems			
ELG	Mathematics	Numerical Patterns	<ul style="list-style-type: none"> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.

Measurement			
Describe, Measure, Compare and Solve (All Strands)			
Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none"> Make comparisons between objects relating to size, length, weight and capacity.
Reception	Mathematics		<ul style="list-style-type: none"> Compare length, weight and capacity.
Telling the Time			
Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none"> Begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then...'

Properties of Shapes		
Recognise 2D and 3D Shapes and their Properties		
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> • 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'. • Select shapes appropriately: flat surfaces for a building, a triangular pattern for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc.
Reception	Mathematics	<ul style="list-style-type: none"> • Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
Compare and Classify Shapes		
Reception	Mathematics	<ul style="list-style-type: none"> • Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can.
Position and Direction		
Position, Direction and Movement		
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.
Reception	Understanding the World	<ul style="list-style-type: none"> • Draw information from a simple map.
Patterns		
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> • 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. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern.
Reception	Mathematics	<ul style="list-style-type: none"> • Continue, copy and create repeating patterns.

Statistics

Record, Present and Interpret Data

Three and
Four-Year-Olds

Mathematics

- Experiment with their own symbols and marks, as well as numerals.

	Early Learners (2YO)	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Physical Development		<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Expressive art and design			<ul style="list-style-type: none">• Listen attentively, move to and talk about music, expressing their feelings and responses.• Watch and talk about dance and performance art, expressing their feelings and responses.• Explore and engage in music making and dance, performing solo or in groups.	<u>Being Imaginative and Expressive</u> <ul style="list-style-type: none">• Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.
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Music

		3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Expressive arts and design	•	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. 	<p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.
Physical development	•	<ul style="list-style-type: none"> • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. 		
Communication	•	<ul style="list-style-type: none"> • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. 	