

Early Years Long Term Overview

2023-24

Themes: Relationships Environment Traditions Change

		Possible Interests/ Lines of Enquiry	Belonging, Connection and Community (BCC)	RE	Computational Thinking	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Autumn 1 Marvellous Me!	Nursery Curriculum	Finding out about each other. Family Exploring likes and dislikes	Wildlife Garden exploration Understands and demonstrates walking feet and quiet voices when walking towards the Wildlife Garden. Can find their own wellies.	Domestic Church - Myself Baptism/ Confirmation - Welcome		Nursery: Responds to an adult led conversation, which may jump from topic to topic. Listen to simple stories Anticipates what comes next in a familiar story Uses the prepositions on and under. Responds to aural/ oral cues during call and respond games Uses some Makaton signs during a familiar song Demonstrates joint attention when the group chants a favourite rhyme Imitate hand gestures and anticipate some words and join in with them Play alongside an adult, attentive play is narrated.	Nursery: Can manage transition from home to school with the support of a familiar adult. Has a connection with one or more peers. Select and use activities and resources with clear intentions. Can seek adult help. Can select and use activities and resources. Can begin to follow basic daily routines. Can name people who are special to them. Can wash hands with guidance.	Nursery: Can move safely within an indoor and outdoor classroom. Can eat independently using a fork. Hang a coat or apron on a peg. Shows a preference for a dominant hand. Can use large muscle movements; in particular, vertical and horizontal movements. Can make vertical and horizontal marks.	Nursery: Access mark making materials in continuous provision. Make different marks which they sometimes give meaning to. Can recognise their name when accompanied by their special icon. Look at books with an adult. Can join in with some repetitive rhyme/story language Can listen to a short story in a large group. Can participate in group singing. Can discriminate between contrasting sounds.	Nursery: Uses some number language within play. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5' To use 1:1 correspondence to count the numbers 1-3 To sing/recite number nursery rhymes within groups Build with and make arrangements with different shaped and sized blocks Match simple pairs to show a secure grasp of commonality.	Nursery: Use their senses in hands-on exploration of natural materials. Can share own name. Can share age. Can say who is in their family. Can name some important people to them. Knows and recognises different areas in the classroom. Can notice features indoors and outdoors. Knows the difference between now and next.	Nursery: Can make marks with a range of tools and grips. Sometimes give a meaning to the marks they make. Can use props, similar to the items they represent, appropriately during domestic role play. Can access small world and simple building resources. Can access and use various creative materials with adult support. Can investigate different materials using their different senses. Can name colours as they work creatively.
	Nursery Key Vocabulary		Walking feet, quiet voices, safe	myself, name, Christian, first name, family name, class name, precious, parent, God, love, loving parent, prayer family, priest, white garment, godparents, font		Listen, quiet, take turns, story, title, cover, the end, on, under (with Makaton signs)	Friend, family, times of the day, (with Makaton signs)	Safe, careful, fork, tray, up and down, side to side (squiggle while you wiggle moves)	Marks, draw, write, listen, quiet, take turns, story, title, cover, the end, name	1, 2, 3, 4, 5, count, number, match, same, pair	Smell, feel, hear, see, name, 'I am __ years old', special, family, friend, now, next, indoors, outdoors	Marks, draw, write, pretend, colour names, Smell, feel, hear, see
	Reception Curriculum	Baseline Autumn Family Growing up – generations ALL	Local walls Understands the green cross code is hazard aware Knows when they have moved beyond school. Recognises some key features on the way to the Rising Sun. Forest School Understands and follows 3 rules of Forest School Can dress and undress independently and responsibly. Is resilient to physical and emotional challenges. Uses established systems to problem solve.	Domestic Church - Myself Baptism/ Confirmation - Welcome	Busy Bodies Concepts & Approaches: Algorithms, Decomposition, Debugging, Logic, Patterns, Abstraction	Reception: Can listen attentively for the duration of a story Can recall a familiar story Can follow an instruction in an unpredicted situation e.g fire alarm or sudden change in routine. Can respond to a 'why' question in a range of context Narrates own play to an adult or a peer Follows adult cues to listen in a range of circumstances Can articulate behaviours for successful listening Predicts big events in unfamiliar stories Can recall theme related specific vocabulary	Reception: Can put on and take off my coat, jumper and shoes throughout the day as necessary. Can distinguish between healthy food choices and special treats. Define their own personal likes and dislikes. To articulate specific feelings experienced throughout the day. Work and play alongside new friends.	Reception: Stack, align and balance blocks of different shapes and sizes. Can thread, peg and sew. Cut along lines with accuracy. Participate in hand action songs. Move safely in a large space, negotiate obstacles, change direction and stop quickly. Learn how to stand and follow in a line with limited direction. Control a pencil to draw freely and copy lines and patterns.	Reception: Can scan patterns left to right check for eye tracking. Can read some individual letters by saying the sounds for them. Can participate in, memorise and perform simple rhymes. Can say the letter formation rhyme for each letter taught. Can form some recognisable letters correctly. Can use some book-like vocabulary.	Reception: Can describe spatial awareness using words like in front, behind, above, under, next to/beside Can sequence events such as parts of the day Can identify when a set can be subdivided and when counting is needed. Can subdivide different arrangements, both unstructured and structured, including using the Hungarian number frame Can make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills Can spot smaller numbers 'hiding' inside larger numbers	Reception: Talk about members of their immediate family and community. Observe and draw a range of vegetables harvested. Can talk about own immediate family and differences between families. Know that children were babies in the past. Know that adults were children in the past. Know that adults can remember things from the past. Can talk about an event that has happened to them in the past. Can name parts of plants (fruit and vegetables) in allotments harvest. To know why and how harvest is celebrated in this country. To know the immediate environment has man made and natural features. To know that materials can be reused and recycled.	Reception: Stack, align and balance with bricks and blocks on a range of scales. Draw familiar people from memory, with attention to detail. Enact domestic routines and brief family narratives using props. Can memorise and perform hand action songs.
Reception Key Vocabulary		Green Cross Code, dangerous, hazard, school, public, main road, side road. 'I can do it...' 'I need help...'	myself, name, Christian, first name, family name, class name, precious, parent, God, love, loving parent, prayer family, priest, white garment, godparents, font		First, then, after that. Stop, listen, quiet, look. 'I think that...'	Left foot, right foot, inside out, healthy, unhealthy, Happy, sad, mad, angry, shocked, excited, calm, scared, worried, babies, adult, change. Healthy snacks, treats. Times of the day, home time, grown ups, friends.	queueing, left handed/ right handed, Run, jump, hop, stop, go, walk, safe, forwards, backwards, listening, knife, fork, spoon, tray, cutlery,	Grapheme, sounds, blending, segmenting, front cover, author, illustrator, beginning, middle, end.	counting carefully, tap counting, front, behind, above, under, next to, beside. morning, lunchtime, afternoon, evening, bedtime, before school, after school, subitise, tens frame, arrange, part, part, whole, the stopping number, and another __ is __, __ is made of __ and __	Name vegetables that we harvest. family, my family, mum, dad, mam, daddy, baby, sister, brother... 'notice or I see...' Growing, grown ups, teenagers, adults, children. Roots, stem, flower, petal, leaf' leaves, fruit, vegetables. Autumn- leaves, weather, falling, crunchy, crisp.	Body percussion, beat, primary colours, Chant, listen, copy, Sing, song, rhyme,	
Autumn 2 It's a Kind of Magic!	Nursery Curriculum	Autumn Halloween Bonfire Night Remembrance Diversity weeks Winter Christmas	Wildlife Garden exploration Explores the Wildlife garden with some confidence. Can independently put on own wellies.	Multi-Faith - Judaism and Islam Advent/ Christmas - Birthdays		Nursery: Start a conversation with an adult or a friend Focus on one self chosen activity for 10 mins. Understand simple questions and respond appropriately. Can express likes and dislikes Can express a choice Can join in with a familiar rhyme. Engage in short periods of joint attention with books Participate with words, phrases or gestures as play is narrated (spoken or unspoken using Makaton)	Nursery: Can select and use activities and resources with a clear intention. Can begin to be more outgoing with adults and peers. Can respond to modelled conflict resolution with adult support	Nursery: Can build with blocks. Can participate in hand action songs using Makaton. Can make circular movements and marks using arms and shoulders. Can take off own shoes and put on wellies. Can take off own coat. Can roll, chase and collect a ball. Jump using two feet together on the spot. Run and freeze on command.	Nursery: Can distinguish between sounds they hear and can make. Can ask simple questions about a familiar book. Make comments and share their own ideas about familiar stories. Can begin to recognise their name in a range of different contexts. Can listen to and distinguish between instrumental sounds. Can mirror a range of vocal sounds. Can join in with a short, familiar rhyme or poem.	Nursery: Can say numbers in order: 1,2,3,4,5. Can participate in shared counting guided by an adult. Can process simple positional language during play. Can process simple language linked to size during play. Can notice and talk about simple patterns in informal ways such as 'spotty' or 'stripy'. Can begin to recognise some 2D shapes in the environment. Can begin to understand a basic sequence of events using a visual timetable	Nursery: Can talk about their own Christmas traditions and celebrations. Can talk about a recent event that was important to them. Can listen to others' accounts. Can talk about their own journey to school. Uses classroom visual timetable as part of daily organisation. Notifies some seasonal change.	Nursery: Can access different materials freely. Can develop their ideas about how to use different materials. Can listen with increased attention to sounds. Can experiment with musical instruments and the sounds they make. Can copy the pitch/tone sung by another person. Can join different materials together and explore different textures. Can select appropriate colours for a particular purpose. Can move in different ways to music
	Nursery Key Vocabulary			Hanukkah, temple, oil lamp, Jewish birthday, waiting, wreath, celebrate Christmas, Advent, Jesus, Mary Joseph, swaddling clothes, manger, crib shepherds, wise men		Who? Where? I like, I don't like, I want, I need	Choose, help, 'yes please' 'no thank you', 'stop I don't like that',	Round and round, circle, build, roll, collect, jump, land, run, freeze, go, stop	Listen, sound, hear, who, where, what, name, instrument, rhyme, poem	1, 2, 3, 4, 5, count, circle, square, triangle, first, next	Christmas, celebrate, times of the day, cold, leaves, Autumn, change	Copy, my turn - your turn, colour names, I need, I want
	Reception Curriculum	Halloween Bonfire Night-significant event Autumn Christmas/Father Christmas story Christmas past and present Diversity weeks	Local walls Demonstrates improved stamina Describes some key features of on the route from school to RSCP Makes connections and links between previous outdoor experiences. Comments on the environment beyond school grounds. Forest School Understands safety and danger relating to fire. Can sustain sitting as a whole group outside. Is resilient to weather changes. Is able to take risks in their play 'have a go'	Multi-Faith - Judaism and Islam Advent/ Christmas - Birthdays	Awesome Autumn Concepts & Approaches: Creating, Pattern, Logic, Algorithms, Decomposition, Collaborating	Reception: Ask questions to find out more Asks questions to check their understanding Can orally sequence a story that has been read to them. Participate in familiar stories and join in with choric speech. Has an increased quantity of more complex rhymes Can apply agreed rules for conversational turn taking in a small group Can answer a "tell me more" to extend a response Can respond to 'how' and 'why' questions Can recall theme related specific vocabulary Can initiate and sustain a conversation Can retell some elements of a familiar story using story language. Has an awareness of non-fiction texts	Reception: Can follow wider school regimes. Can wash hands for food preparation and own personal routines. Identify healthy ingredients in healthy snacks. Can work in pairs to succeed in a challenge. Talk about own work with others. Draw upon some self regulation strategies when needed. Establish new friendships within the group. Talk about own family and people who are special to them. Can demonstrate teeth cleaning.	Reception: Stack, aligning, balancing on different skills. Join and separate small construction kit components by clicking and twisting. Dig with trowels and hand forks. Use squashing techniques including rolling pins to achieve desired effects. Cut and turn along outlines. Travel in different ways with control and coordination. Jump in different ways. Write some letters with correct formation. Know what contributes to a good sleep routine.	Reception: Can blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Can look for cues in illustrations of books read to them. Can memorise and perform more complex action rhymes. Can recognise and say the rhyme for all ELS Phase 2 sounds. Can form recognisable letters for all ELS Phase 2 sounds. With support can break speech into words when writing. Can make phonetically plausible attempts during independent writing.	Reception: Can connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers Can develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality) Can be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds Can compare sets of objects by matching the amount Is beginning to develop the language of 'whole' when talking about objects which have parts	Reception: Comment on images of familiar situations in the past - Birthdays, family celebrations Can compare with others how they celebrate a significant event- bonfire night, halloween, Christmas. Can name some months of the year. Verbally sequences times across the day. Draws and represents a range of leaf types. Can describe changes to trees and woodland plants in Autumn. To know about the changes in daylight in winter. To know specific animals that live in the locality and reasons for hibernation. Know and demonstrate how to plant bulbs and predict how they will grow. Name different types of buildings in the locality. To know about the changes in daylight in winter and part of the building. Can name some special buildings in our community and explain their function through role play and small world.	Reception: Can create new colours by mixing green, brown, orange and yellow pastels and paints. Can predict and narrate outcomes when mixing colours. Generate short narrative about the environment using props. Perform a small repertoire of songs for an audience. Gives narrative to drawings.
Reception Key Vocabulary		'Last time I saw, heard, felt, smelled etc'	Hanukkah, temple, oil lamp, Jewish birthday, waiting, wreath, celebrate Christmas, Advent, Jesus, Mary Joseph, swaddling clothes, manger, crib shepherds, wise men		Talk partner, take turns, me then you, use of forms - I think...because... Why and how questions	Hygiene, hygienic, healthy/ unhealthy, naming different kinds of teeth- molars, canines, incisor, premolar	Stack, align, balance. Join, click together, small snips, large cuts	Illustrations, author, illustrator. sunset, sunrise. digraph	Whole number, altogether, part, part, whole, ' __ is a part and __ is a part and the whole number is __'	The past, months of the year, morning, lunchtime, afternoon, evening, bedtime. Autumn, daylight, hibernation, bulbs, bungalow, cottage, house, semi detached, detached, terraced, tower block, flat.	Colour mix, 'yellow and blue will make green'	

Spring 1 What a Wonderful World	Nursery Curriculum	Winter Chinese New Year, Pancake Day Spring	Wildlife Garden exploration Uses words to say what they see. Can independently put on own wellies and waterproof trousers. Begins to explore the garden with more than one peer. Accesses the Wildlife garden via a new route.	Local Church - Celebrating Eucharist - Gathering		Nursery: Can follow an instruction that has two parts. Can respond to 'what' questions. Can recall a favourite rhymes independently Can talk about a familiar book. Listen to longer stories and can remember much of what happens. Can engage in a simple dialogue about play Can join in with longer sections of a favourite rhyme Can recall some phrases from a familiar rhyme Can initiate a conversation with a less familiar adult or friend.	Nursery: Can follow rules with simple verbal or visual prompts. Can choose, locate, and use additional resources in their play for a purpose. Is confident to participate within the nursery group. Can articulate about their feelings using words like 'happy', 'sad' or 'angry'. Can engage in a turn taking game. Can play with one or more other children, extending and elaborating play ideas. Uses the toilet independently, managing clothing and washing hands, sometimes with a reminder.	Nursery: Can remember simple sequences of movements which are related to music and rhythm. Use one-handed tools and equipment, for example, making snips in paper with scissors. Can practice kicking a ball. Jump down from a higher to a lower height. Can pull on waterproof trousers independently. Can copy all aspects of whole body action rhymes Make marks with different sized equipment using a developing grip.	Nursery: To know a range of types of print carries meaning Engage in extended conversations about stories Can apply some new story/topic vocabulary. Can show interest in letters from their name. Can hear and repeat some initial sounds. Turn the pages of books from beginning to end, noting items of interest along the way. Remain engaged from beginning to end during short books. Select books independently and locate aspects of interest within the pages. Can join in fully with familiar Nursery rhymes and simple poems, including actions.	Nursery: Can begin to count sets of objects to 5, applying the cardinal principle. Can use simple, informal descriptions of 3D shapes during play, such as 'pointy'. Can sort sets of objects into sets of identical members. Use everyday language to compare size. Can show some numbers within 5 on their fingers. Can process and use positional language during play. Can recognise some numerals of personal significance.	Nursery: Can talk about the differences between materials and changes they notice. Notifies physical differences and similarities between each other. Can explain how play is different between the indoor environment and the outdoor environment. Can talk about traditions for Chinese New Year and Shrove Tuesday. Knows and understands the fish feeding cycle.	Nursery: Can remember and sing full Nursery rhymes Can develop some simple stories in pretend play and when using small world resources. Can use materials for a purpose. Can combine different materials and comment on changes they have made/observed.
	Nursery Key Vocabulary			Church, priest, celebrate, celebrating, Parish family, family, community, celebration, party, memory, Father, altar Reception: Temple, parish welcome, blessing, listen, pray, Mass, sing, gather, together, alone		Rules, happy, sad, angry, wash, dry, clean hands	Hop, stamp, clap, jump, land, snip, cut	Print, text, once upon a time, the end, front cover, page, letter, first sound,	There are ___ I have ___ big, small, long, short, on, under, next to, behind	Same, different, Chinese New Year, Pancake day, fish, fish food		
	Reception Curriculum	Deforestation Climate change Looking after our environment Spring	Local walks Understands that RSCP is close to school. Can say whether their home is closer or further away from school that RSCP. Demonstrates perseverance when walking. Reflects on how nature makes us feel. Predicts key elements of the journey. Forest School Can problem solve to keep warm. Will attempt to use flint and steel. Is confident to try new foods. Recalls and applies fire safety measures.	Local Church - Celebrating Eucharist - Gathering	Winter Warmers Concepts & Approaches: Algorithms, Creating, Collaboration, Decomposition, Tinkering, Persevering	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Listen to and talk about selected non-fiction to develop a familiarity with new knowledge and vocabulary. Can play with words in familiar rhymes including 'add your own' rhymes Can participate in familiar choral speech within stories Can recall theme related specific vocabulary Can retell a story incorporating some own language choices.	Articulate the rationale for school regimes and expectations. Work in small groups on tasks like turn taking games. Articulate simple problem solving approaches. Make healthy snacks. Set simple goals for own self. Play and work alongside others cooperatively. Define what makes me special.	Can weave, thread and tie. Use small hammers accurately. Recognise body changes during exercise. Carry and control small equipment safely. Travel across simple obstacle courses. Write most letters using correct formation with a tripod grip. Understand how to be a safe pedestrian.	Can read some letter groups that each represent one sound and say sounds for them. Can spell words which contain some digraphs. Can read and write a few common exception words. Can express a preference for a book. Can read simple phonetically plausible captions and sentences. With support, I can write sentences with regular words. Can write CVC words and other phonetically plausible words in a range of independent contexts. Can recall elements of a book that they have heard or read. Can recognise 70% ELS Phase 3 digraphs and knows the corresponding rhyme.	Can continue to develop their subtitling skills for numbers within and beyond 5, and increasingly connect quantities to numerals Is beginning to identify missing parts for numbers within 5 Explores the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame Can define equal and unequal groups when comparing numbers Can hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number.	Can use a simple birds eye view map. Can contrast a man made environment with a natural environment. Can describe changes to trees and woodland plants in winter. Can describe and explain changes of state with water. Name locality features on a range of journeys. Can name some other special buildings in our wider community and explain their function through role play and small world re-enactment. Can describe and re-enact traditions from Chinese New Year celebrations. Recycling household waste. Know about some items that can float and sink. Can listen to biblical stories that Jesus told.	Reception: Create new colours by layering and overlapping translucent materials. Can draw familiar landmarks from memory Retell known stories in small world play. Dance with large movements using props, ribbon and fabric. Explore different marks and lines in own drawings.
Reception Key Vocabulary		resilience, flint and steel, oxygen, fuel, 'When I am here, feel, see, hear, smell...'	Church, priest, celebrate, celebrating, Parish family, family, community, celebration, party, memory, Father, altar Reception: Temple, parish welcome, blessing, listen, pray, Mass, sing, gather, together, alone Lectern, "The Lord be with you," "And with your spirit."		nursery rhyme phrases, and, so, because, Trees, caring, unfair, harmful, angry, sad, skill, talent	Perseverance, resilience, Special, fair, rest, co-operate, stranger, share	Weave, thread, tie, heartbeat, sweat, heavy breathing, look left and right, stop look and listen.	Orangutan, palm oil, rainforest, feeling blue, future, deforestation, climate change, environment. Digraphs, trigraphs. forest, trees, cut down, stop, unfair, home, manners, human, destroying, scared, Now, next, then, after, before, finger space, full stop	Subtitling, the missing part is ___ because ___, Hungarian number frame, finger counting, staircase pattern, one more, one less.	Birds eye view, man made, natural, celebrations, Chinese New Year, recycling, floating and sinking.	Instruments, voice sounds Performance, audience, Pitch, layers, transparent/see through.	
Spring 2 Roots, shoots and wellie boots	Nursery Curriculum	Easter Planting/ Gardening Spring Life cycles – butterfly & plants	Wildlife Garden exploration Uses words to describe seeing new life. Can ask an adult for assistance. Can say some features of the new route that they will pass on their way to the wildlife garden.	Lent/Easter-Growing/ Giving	Nursery: Can use a range of topic related vocabulary. Sing a repertoire of songs. Be able to recount a personal experience with increasing detail. Can attempt to answer a 'why' question. Can use back and forth conversation within play Can remain attentive on an activity of their choice. Knows a few rhymes off by heart Can express a preference for a rhyme	Nursery: Uses appropriate behaviours and communication to assert needs. Can take part in a stop, start task. Can seek adult support to solve a problem or conflict. Can use more varied language to describe feelings. Can follow very simple rules to stay safe when visiting different locations around school. Knows a few rhymes off by heart Can express a preference for a rhyme	Cuts along straight lines accurately with regular scissors. To explore different ways of moving/travelling. Use pincer movements to pick up small items or manipulate malleable materials. Can make smaller pieces out of soft materials using utensils/tools such as playdough, bananas Can travel above floor height by walking or crawling, sometimes with adult support	To count the syllables in their name and others' names. Attempts to write multiple letters from their name. Can add increasing detail in their pictures and talk about them. Remain engaged from the beginning to the end of longer books. Can mimic some elements of familiar stories. Answer closed questions as a book is being shared. Recognise a few examples of environmental print such as shop logos and food labels. Can spot their name increasingly without the use of their special icon.	Can extend ABAB patterns – stick, leaf, stick, leaf. Can compare quantities using language: 'more than', 'less than'. Recite numbers past 5. Develop fast recognition of up to 3 objects, without having to count them individually Describe the position of an object, using words like 'in front of' and 'behind'.	Plant seeds and care for growing plants. Knows that plants need water and light to survive. Engages positively with changes in the home role play. Observes and articulates changes in growing seeds. Uses vocabulary of before, now and next. Observes and notices changes in caterpillars. Notifies and articulates signs of Spring and new life.	Can use drawing to represent ideas with increasing detail. Can develop their own ideas and then decide which materials to use to express them. Make imaginative and more complex 'small worlds' with blocks and construction kits and create original stories. Can clap or tap the pulse of familiar songs. Can experiment with mixing colours. Can join materials for a purpose with some support.	
	Nursery Key Vocabulary		Grow, flower, plant, Spring, help, class,	Grow, spring, different, Lent, Good Friday, cross, Easter Sunday Lent/Easter-Growing/ Giving		Happy, sad, angry, scared, tired, hungry, excited	Cut, straight, line, crawl, balance, roll, climb, travel	Syllable, beats, write, letter, logo	Pattern, more than, less than, 6, 7, 8, 9, 10, subitise, in front, behind	Plant, seed, grow, water, light, change, before, now, next, egg, caterpillar, chrysalis/cocoon, butterfly, Spring, new	Clap, tap, pulse, beat, copy, mix, join	
	Reception Curriculum	Easter Planting/Gardening Spring Life cycles – Frog/plant Have Tadpoles in the pond	Local walks Makes connections between themselves and other living things. Recalls in detail aspects of a journey. Knows that the house near the RSCP were once miners homes. Forest School Finds and adapts resources for a purpose. Perseveres to try to light a fire using a flint and steel. Can plan an element of play for the session. Can share with peers an elements of their play from the session.	Lent/Easter-Growing/ Giving	Springtime Concepts & Approaches: Abstraction, Tinkering, Creating, Collaborating, Algorithms, Persevering, Decomposition	Reception: Describe sequences and processes in some detail. Use talk to help work out problems and organise thinking. Can explain the process of I can a life cycle Can answer open ended or speculative questions Can teach a new skill to others verbally and by demonstration Can recall theme related specific vocabulary Can process a complex instruction	Reception: Can articulate and demonstrate teeth cleaning. Work and play in a small group and take account of each others ideas. Articulate how to solve simple problems. Choose ingredients suited to a healthy snack. Acknowledge personal achievements in relation to own goals and interests. Applies basic principles of mental health and wellbeing.	Can safely use a wider range of food preparation tools including knives, chopping boards, graters and fruit squeezers. Can control small games equipment when transporting, collecting and throwing. Can travel across more complex obstacle courses including changes of height.	Can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words. Can re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Can understand cause and effect within books that they have heard or read. Can predict the ending of an unfamiliar book. Can write simple sentences with capital letters, finger spaces and full stops. Can use known ELS Phase 2 & 3 sounds during independent writing.	Can recognise and describe simple 2D and 3D shapes (e.g. circles, rectangles, triangles, cuboids) Can show that two equal groups is a 'double' and connect this to finger patterns. Can sort odd and even numbers according to their 'shape' Can demonstrate their understanding of a counting sequence and link cardinality and ordinality through the 'staircase' pattern Can join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.	Reception: Knows that plants need energy from the sun to survive. Understands and talks about the key features of our life cycle. Can recognise some environments that are different to the one in which they live. Can recognise and articulate some similarities and differences between life in this country and life in other countries. Knows that plants grow in a range of environments. Can articulate a range of stages of human growth. Can describe the life cycle of a frog. Knows that animals and plants are part of a food chain. Can interpret Google Earth street view and Birdseye view of Rising Sun Country Park. Can interpret Google Earth street view of the route between school and home. Can name features and navigate right and left turns online. Can identify similarities and differences between babies and four year olds. Can describe how people change in the first four years of life. Can name park and locality features on and around our school. Can identify similarities and differences between four year olds and adults. Can describe how people grow up and change. Can describe the roles of significant adults within the community. To know how to make simple choices to help the environment.	Reception: Draw a single or a sequence of images to illustrate a story. Move rhythmically on the spot and travel using hands or feet to mark the beat. Echo simple short rhythmic phrases with untuned percussion instruments.
Reception Key Vocabulary		Humans, first, next, after that, miners, coal, pit.	Grow, spring, different, Lent, Good Friday, cross, Easter Sunday		Big, biggest, small, smallest, middle sized, beside. Open-ended question prompts – I wonder what? If? Where? How? once upon a time last night, yesterday first, next, then, after that. I think that... because...	Wellbeing, mindfulness, calm.	Throw, and catch, higher, lower, deeply challenging	cement, specks, unexpected, dazzling, treasure, specks, junk, riches, sprinkled, patient, protected, spied, unexpected, deeply dejected, thieves, trigraphs Capital letter, sentence	Double, 2D and 3D shape names, repeated pattern	Growing, frogspawn, tadpole, froglet, frog, life-cycle, egg, caterpillar, chrysalis, butterfly, duck, egg, duckling, harvest, farm, crop, ripe, grow, stem, roots, petals,	Beat, rhythm, construct, resources	

Summer 1 Where my wellies take me	Nursery Curriculum	Wildlife Garden exploration Takes a more adventurous route to the wildlife garden. Listens to adult to find out when it is safe to cross the carpark. Can say what they would like to do in the wildlife garden.	Pentecost- Serving/ Good News Reconciliation - Friends		Nursery Recall new elements of simple nursery rhymes. With support can express a point of view. Can use talk to organise play Can ask a 'why' question Can comment on or ask questions about illustration Can answer an either/ or question	Nursery: Can follow rules in a familiar context. Can accept turn taking rules and simple resolutions offered by adults. Can identify when other children feel happy or sad. Develop ways to calm themselves and use these with adult support. Can imitate a tooth brushing routine.	Nursery: Can put on their own coat. Can attempt some very simple fastenings on clothing when an adult is helping them with dressing. Run at different speeds negotiating obstacles. Can move in a variety of different ways.	Nursery: To locate some familiar books from a larger collection. Can suggest what might happen next in a story from memory. Make marks including strings of symbols to represent writing and scribe meaning to them. Complete a familiar phrase with the final rhyming word. Match words orally that have the same initial sound. Forms some letters accurately. To count the syllables in different words. Can begin to blend sounds in cvc words. Can echo sounds in cvc words.	Nursery: Can make comparisons between objects relating to size, length, weight and capacity. Can use absolute measurement vocabulary to describe everyday objects such as heavy, big, tiny, empty, full. Can create an ABAB pattern. Can recite number nursery rhymes with increasing independence. Can experiment with their own symbols and marks as well as numerals. Can solve some simple number problems with numbers up to 5. Can link numerals to sets of 1, 2 and 3.	Nursery: Can make observations of different weather types. Can use the directional language- forwards, backward, sideways. Can notice differences between plants. Can compare different seeds and leaves. Can follow play based positional instructions e.g. hide behind the tree then run into the castle. Understands that Nursery is part of the whole school. Can name other parts of school. Uses the vocabulary of yesterday and today.	Nursery: Can show some different emotions in their drawings - happiness, sadness, anger etc Create their own songs, or improvise a song around one they know. Join materials in a range of ways for a purpose.
	Nursery Key Vocabulary		good news, share, Good News, Pentecost, promise, Holy Spirit, Easter, alleluia, friend, happy, sad, love, make up, kind, gentle, loving, sorry, Jesus, forgive, change								
	Reception Curriculum	Local Area- Map work School grounds and around our houses Recounts	Local walks Understands the link between the hill and mining Can follow our journey on a simple map. Can describe a range of housing types. Knows dffs and sims between paths, waggoways, roads. Can name some wildlife found at the RSCP Forest School Plans for play in future sessions. Will have a go with new tools and techniques. Asks for DR gives advice. Candifend to independently prep food. Understands and uses handwashing.	Pentecost- Serving/ Good News Reconciliation - Friends	Summer Fun Concepts & Approaches: Tinkering, Persevering, Patterns, Logic, Decomposition, Debugging, Collaborating, Algorithms	Reception: Can talk about stories, characters and settings to build familiarity and understanding. Engages with non-fiction books. Can listen to and talk about selected non-fiction texts. Can discuss new knowledge and vocabulary with an adult or peer. Uses locality based, own made non-fiction texts e.g. a book made about a walk to the Rising Sun. Uses mini-mes to recall a personal experience. Can memorise rhymes and perform them to peers or a familiar adult Can recall theme related specific vocabulary	Reception: Engage in more complex and extended turn taking games. Read facial expressions and body language. Extending the vocabulary of emotions. Can articulate reasons for success or failure in challenge. Has strategies to make new friends.	Reception: Use woodwork tools to cut and join safely under supervision. Such as screwdrivers and hand drills. Can join with tape, glue and wire. Control large scale gardening tools including watering cans. Use fine mark-making tools to create texture and pattern in clay. Control printing tools to create a desired effect. Dismantle objects and mechanisms using a range of hand actions. Begin to use guidelines to regulate size and shape of letters.	Reception: Can recognise and match lower-case and the corresponding capital letter. Can form lower-case and capital letters correctly. Can spell words by identifying the sounds and then writing the sound with letter/s. Can predict the development of the plot. Can make links between the text. With support writes short compositions of more than one sentence.	Reception: Can demonstrate their counting skills, counting larger sets as well as counting actions and sounds. Explores a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame. Can compare quantities and numbers, including sets of objects which have different attributes. Can continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2.	Reception: Can draw a simple map with more independence - mapping a frequent journey. Can convert a 2D map into a 3D representation. Can interpret a map of the local area. Can describe changes to trees and woodland plants in spring. Can draw and label geographical features of a route. Can articulate metamorphosis from frogspawn to a frog. Can make an observational drawing including some specific detail. Can represent physical features on maps. Can understand how different buildings are used in the locality. To understand the conventions of a map and use it. Can describe the changes to trees and woodland plants in summer. Can describe and recall the transition from frogspawn into a frog. Can compare physical features using aerial views Can describe differences and similarities between wooded areas around the world using photographs.
Reception Key Vocabulary	Coal, mining, pit heap, past, present, terraced house, semi detached house, detached house, flats, tower block, path, waggoway, road.	good news, share, Good News, Pentecost, promise, Holy Spirit, Easter, alleluia, friend, happy, sad, love, make up, kind, gentle, loving, sorry, Jesus, forgive, change rule, understanding, new start, friendship, forgive, change		Positional vocabulary – forwards, backwards, left and right ... because... sad, mad, cross, unhappy Right, left, man made, natural, different types of buildings.	Extending the vocabulary of emotions using a description Facial expression, body language Physical health, mental health Success/fail(ure)	Name woodwork tools, name safety equipment, joining techniques.	Lower and upper case, I think that... I know that... because...	10s frame, more, fewer, altogether	growing, leaves, flowers. journey, forwards, backwards, in front, behind, above, under, next to/beside places from a story Summer- hot, warm, dry, key	happy, sad, fear, scared. 'I like it because... I don't like it because...', I-brace, slot, tab, split min, join.	
Summer 2 Land Ahoy!	Nursery Curriculum	Wildlife Garden exploration Uses the natural environment for a purpose Can reflect on likes and dislikes of their time in the wildlife garden.	Universal Church - Our World		Nursery: Can tell a long story of a personal experience. Responds to questions of being assertive. Can follow an adult's cues to listen. Knows and recalls songs quickly Can tell personal stories in back and forth conversation. Can follow an instruction with more than two parts Can "read along" to a familiar book Can answer some 'why' questions. Participates in a rhyme which has omissions or substitutions Can incorporate story language into own play Can listen to a longer story with some adult direction	Nursery: Can carry out a simple task to help someone else. Uses appropriate ways of being assertive. Articulate simple rules to others. Play with one or more children extending and elaborating on play ideas. Can use a small range of adjectives to describe the feelings of story characters. Can identify tooth friendly drinks. Can make healthy choices about toothbrushing.	Nursery: Uses a comfortable grip with good control when mark making. Knows their dominant hand. Can begin to stack/align natural objects. Can collaborate with others to move large objects safely. Attempts to throw and catch a slow moving beach ball. Can cut effectively using regular scissors to snip paper and cut along simple lines. Can mark make with increasing control. Can copy letters from their name effectively.	Nursery: To name some favourite books and give brief descriptions about characters and key events. Re-enact some key parts of familiar stories using props. Use the structure of the text to anticipate when to join in. Distinguish between text and illustrations. Notice very familiar letters in the environment such as those from their name. Have a repertoire of known rhymes. Use imitative writing during role play. Can identify initial sounds orally. Can write their name in a way that can be identified by others. Can blend sounds in cvc words. Can segment sounds in cvc words.	Nursery: Can begin to describe a simple sequence of events, real or fictional, using words such as 'first', 'then...' Can consistently show 'finger numbers' up to 5. Can understand position through words alone. Can use positional language accurately with pictorial representations such as pictures in a book. Can participate in everyday activities that involve counting in a range of practical contexts. Correct an error on an ABAB pattern. Can link numerals to sets within 5. Can combine shapes to make new ones and narrate the effects created.	Nursery: Show interest in different occupations. Knows about a range of roles within our school community e.g. caretaker, cleaner, office staff, dinner staff etc. Uses the vocabulary of yesterday, tomorrow, today.	Nursery: Play instruments with increasing control to express their feelings and ideas. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Can perform a repertoire of songs for others. Can play imaginatively with other children, extending and elaborating on ideas. Generate simple stories inspired by props.
	Nursery Key Vocabulary		Fairtrade, sharing, fairness, God's world, creation		3&4 Year Observation Checkpoint Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name? Around the age of 4, is the child using sentences of four to six words - "I want to play with cars" or "What's that thing called?" Can the child use sentences joined up with words like "because", "or", "and"? For example: "I like ice cream because it makes my tongue alive!" Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Can the child answer simple 'why' questions?	3&4 Year Observation Checkpoint Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while? Around the age of 4, does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy')? Does the child take part in other pretend play with different roles - being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over long periods doing the same thing, and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.	3&4 Year Observation Checkpoint Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play. Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.				
	Reception Curriculum	Summer holidays (past and present) Rockpools Mermaids/Pirate s Summer at the seaside Recounts- postcards	Local walks Confidently explains sims and diff between locality and beach. Understands changes in locality past and present. Articulates changes in locality across seasons. Secure and detailed understanding of own place. Forest School Can articulate choice of activity. Can work independently and confidently on self chosen task. Can take responsibility for materials and space.	Universal Church - Our World	Boats Ahoy Concepts & Approaches: Algorithms, Decomposition, Creating, Tinkering, Logic, Patterns, Abstraction, Collaborating	Retell the story once they have developed a deep familiarity with the text Use new vocabulary in different contexts. Answer open ended or speculative questions. Can generate a narrative using small world, figures or puppets or in role play with open ended props. Can process language which includes challenging adjectives, verbs or preposition vocabulary in instructions Can play games where they give instructions to a peer. Can recall and define theme related specific vocabulary	Engage in games where different participants have different roles. Has strategies to challenge own undesirable behaviour towards others. Can articulate personal interests and opinions.	Stack and align irregular and natural objects. Use hand moulding and building techniques with malleable materials. Control large scale gardening tools including watering cans, rakes and brushes. Use fine pincher mark making clay tools with precision. Use a range of tools to dismantle mechanisms. Bounce a ball on the spot or on the move. Roll or throw a ball underarm at a target. Kick a ball at a target or to a friend. Identify the importance of being physically active.	Can re-read what they have written to check that it makes sense. Can name book characters and describe their qualities. Can articulate the dilemmas a character may face. Can write short compositions with more than one sentence that contains a capital letter and a full stop. Can apply a range of graphs and trigraphs in own reading and writing.	Can compare length, height, weight and capacity Can generalise about 'one more than' and 'one less than' numbers within 10. Can identify when sets can be subdivided and when counting is necessary. Can demonstrate conceptual subitising skills including when using a rekenrek.	Can compare and contrast characters from stories, including figures from the past. Can compare boats and objects from the past. Knows the differences and similarities between boats in the past and now. Can predict an object will float or sink. Can describe key roles and responsibilities of people who help us at the coast. Can articulate a sequence of seasonal change. To know and demonstrate how to care for edible plants. Can identify similarities and differences between the animals and plants in the beach environment and in the woodland environment. Can describe natural and manmade

	Reception Key Vocabulary		Coats, countryside, autumn, winter, spring, summer.	Fairtrade, sharing, fairness, God's world, creation.		pollution, saving, helping, holidays, pack, people who help us	I really like... because..., when I do... it makes me feel,,,	Teamwork, balance, patience, mould, shape, smooth, rough, pattern	'They are... because...' mean, unkind, angry, fearsome, terrible, kind, happy, helpful, hero.	Rekenrek, longer, shorter, heavier, lighter, full, nearly full, half full, nearly empty, empty,	Beach, seaside, shore, ocean. Island, treasure map. Pebbles, stones, rocks, shells, . Sea weed, litter Natural, man-made, cliff. float and sink lifeguard, RNLI	'I like it because... I don't like it because...', performance, rhythm, rhyme