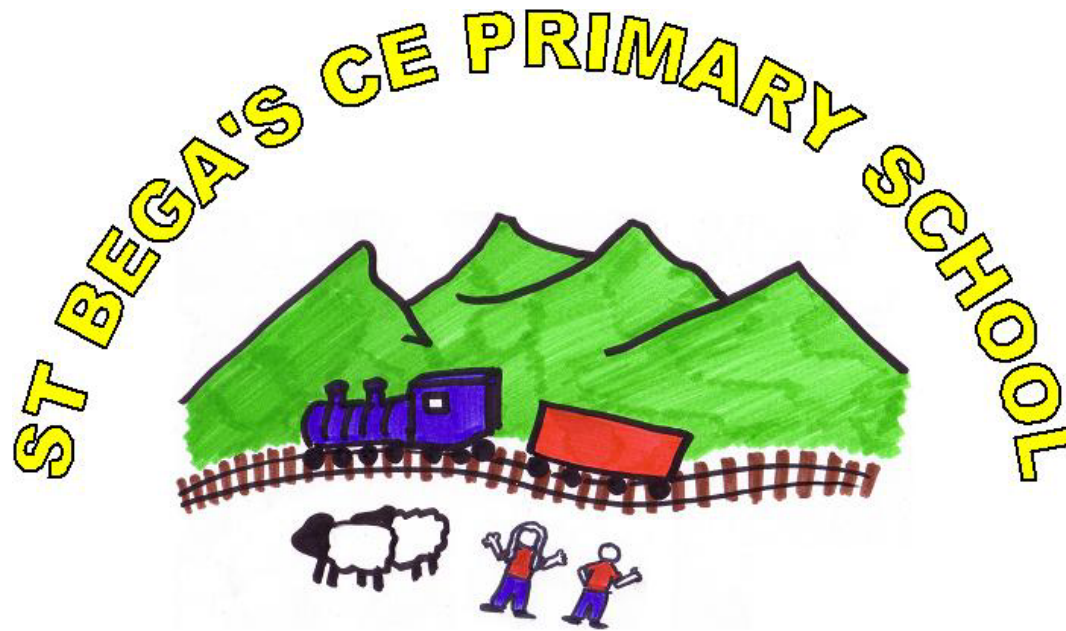


EYFS Curriculum



ESKDALE

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**United Curriculum
Primary**

Part of United Learning

Communication and Language: Overview



	Listening, Attention and Understanding	Speaking
N2	<ul style="list-style-type: none"> Listen to simple stories and understand what is happening, with the help of the pictures. Listen to other people's talk with interest, but can easily be distracted by other things. Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). 	<ul style="list-style-type: none"> Use the speech sounds p, b, m, w. Are usually still learning to pronounce: <ul style="list-style-type: none"> - l/r/w/y - f/th - s/sh/ch/dz/j - multi-syllabic words such as 'banana' and 'computer' Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic.
N3/4	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 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"> Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying:- some sounds: r, j, th, ch, and sh- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
Rec	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. 	<ul style="list-style-type: none"> Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	<p>ELG: Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<p>ELG: Speaking Children at the expected level of development will:</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;





Personal, Social & Emotional Development: Overview

Nursery 2	<ul style="list-style-type: none"> • Engage with others through gestures, gaze and talk. • Express preferences and decisions. Also try new things and start establishing autonomy. • Find ways of managing transitions, for example from their parent to their key person. • Thrive as they develop self-assurance. • Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. • Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. • 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. • 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. • Be increasingly able to talk about and manage their emotions. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Develop friendships with other children. • Safely explore emotions beyond their normal range through play and stories. • Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when...”
Nursery 3 - 4	<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. • 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. • 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. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Understand gradually how others might be feeling. • 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.

Reception	<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. • 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 including: <ul style="list-style-type: none"> ○ Regular physical activity ○ Healthy eating ○ Toothbrushing ○ Sensible amounts of ‘screen time’ ○ Having a good sleep routine ○ Being a safe pedestrian
ELG	<p>ELG: Self-Regulation Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour 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. <p>ELG: Building Relationships Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others’ needs. <p>ELG: Managing Self Children at the expected level of development will:</p> <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; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.



Physical Development: Overview



	Gross Motor	Fine Motor
Nursery 2	<ul style="list-style-type: none"> • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Spin, roll and independently use ropes and swings (for example, tyre swings). • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. • Gradually gain control of their whole body through continual practice of large movements • Walk, run, jump and climb – and start to use the stairs independently. • Enjoy starting to kick, throw and catch balls. • Clap and stamp to music. 	<ul style="list-style-type: none"> • Explore different materials and tools. • Build independently with a range of appropriate resources. • Learn to use the toilet with help, and then independently. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
Nursery 3 - 4	<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. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • 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. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 	<ul style="list-style-type: none"> • 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. • Start to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
Reception	<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 • Develop overall body-strength, balance, co-ordination and agility. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • 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. • 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. 	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Develop the foundations of a handwriting style which is fast, accurate and efficient
ELG	<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. 	<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, paint brushes and cutlery; • Begin to show accuracy and care when drawing.



Literacy: Overview



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Nursery 2</p>	<ul style="list-style-type: none"> • Enjoy sharing books with an adult. • Pay attention and responds to the pictures or the words. • Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name. 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reception</p>	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Nursery 3 - 4</p>	<ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> ◦ print has meaning ◦ print can have different purposes ◦ we read English text from left to right and from top to bottom ◦ the names of the different parts of a book ◦ page sequencing • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> ◦ spot and suggest rhymes ◦ count or clap syllables in a word ◦ recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately. 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ELG</p>	<p>ELG: Comprehension Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>ELG: Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds



Mathematics: Overview



Nursery 2	<ul style="list-style-type: none"> • Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. • 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.' • Combine objects like stacking blocks and cups. Put objects inside others and take them out again. • Compare amounts, saying 'lots', 'more' or 'same'. • Climb and squeezing selves 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.
Nursery 3 - 4	<ul style="list-style-type: none"> • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number 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'). • 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. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • 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'. • 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'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • Talk about and identifies 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. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Reception	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity.
ELG	<p>ELG: Number Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • 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. <p>ELG: Numerical Patterns Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



Understanding the World: Overview



	The Natural World	Past and Present	People, Culture and Communities
N2	<ul style="list-style-type: none"> • Repeat actions that have an effect. • Explore materials with different properties. • 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"> • Make connections between the features of their family and other families. • Notice differences between people.
N3/4	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and different properties. • Talk about what they see, using a wide vocabulary. • Explore how things work. • Plant seeds and care for growing plants. • Explore and talk about different forces they can feel. • Understand the key features of the life cycle of a plant and animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Talk about differences between materials and changes they notice. 	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. 	<ul style="list-style-type: none"> • Show interest in different occupations. • Continue to develop 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.
Rec	<ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them. 	<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. 	<ul style="list-style-type: none"> • Talk about members of their immediate family/community. • Name and describe people who are familiar to them. • Draw information from a simple map. • Understand that places are special to people in their community. • Recognise that people have different beliefs and celebrate special times in different ways. • 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.
ELG	<p>Children at the expected level of development will:</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. 	<p>Children at the expected level of development will:</p> <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. 	<p>Children at the expected level of development will:</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.



Expressive Arts & Design: Overview



Nursery 2	<ul style="list-style-type: none"> • Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of sound-makers and instruments and play them in different ways. • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • 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. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. • 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.
Nursery 3 - 4	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • 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. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. • 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.

Reception	<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. • 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. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.
ELG	<p>ELG: Creating with Materials Children at the expected level of development will:</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. <p>ELG: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • 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.



Overview of EYFS Medium Term Plans



	Nursery 2	Nursery 3 - 4		Reception
		Cycle A	Cycle B	
Autumn	It's Good To Be Me	Marvellous Me	Look at Me!	Me and my World
	Colour	It's Getting Cold Outside	Bears	My Heroes
	Winter	Polar Express	Special Days	Standing Ovation
Spring	Buildings and Homes	On the Move	Toys	Castles, Knights and Dragons
	Dinosaurs	On the Farm	Food Glorious Food	Spring in Our Step
Summer	Water	Once Upon a Time 1	Once Upon a Time 2	Where We Live
	What's Outside?	All Creatures Great and Small 1	All Creatures Great and Small 2	Science Detectives





PSED: Medium-Term Plans

	Self Regulation	Managing Self	Building Relationships
Nursery 2	<p>It's Good To Be Me Use mirrors to explore different emotions</p> <p>Winter Use winter-themed feely bag and take turns to describe what is inside.</p> <p>Buildings and Homes 1 Explore feelings through story – happy/sad.</p> <p>Water 2 Reenact <i>Mr Gumpy</i> story and explore feeling words.</p>	<p>It's Good To Be Me Opportunities for dramatic play.</p> <p>Colours Play turn taking activities.</p> <p>Dinosaurs 2 Pass dinosaur egg around circle with care. When do we have to be gentle?</p> <p>Water 1 Activities which promote independence</p> <p>What's Outside 1 Children take responsibility for their own plant.</p>	<p>It's Good To Be Me Creating a class picture as a group.</p> <p>Colours Discuss preferences and favourites.</p> <p>Buildings and Homes 1 Pretend play to act out story with other children.</p> <p>Buildings and Homes 2 Discuss theme of playing together through stories.</p> <p>Dinosaurs 1 Pretend play in dinosaur area.</p> <p>Water 2 Create a class boat.</p> <p>What's Outside 2 Read <i>'Monkey Puzzle'</i> and discuss unique characteristics of each animal.</p>
Nursery 3 - 4 (Cycle A)	<p>'It's Getting Cold Outside <i>'The Cloudspotter,'</i> by Tom McLaughlin (Feelings of others). Rules for shape walk.</p> <p>Polar Express <i>'Lost and Found'</i> by Oliver Jeffers and discuss how the characters feel throughout the story.</p> <p>Once Upon a Time 1 Explore feelings through stories – frightened, sad, frustrated.</p> <p>All Creatures Great and Small 1 Transition activities.</p>	<p>Polar Express Circle time game. Performance for parents. Winter clothing activity.</p> <p>On the Move Talk to a small group about their special person.</p> <p>On the Farm Look after chicks and care for environment. 5 a day – fruit and vegetables.</p> <p>All Creatures Great and Small 1 Transition activities.</p>	<p>Marvelous Me <i>I Don't Want to be Small</i> by Laura Ellen Anderson, <i>A Splendid Friend Indeed</i> by Suzanne Bloom. <i>Hello Friend</i> by Rebecca Cobb.</p> <p>'It's Getting Cold Outside Special friend picture. Build shelter in pairs.</p> <p>On the Move Build vehicles from large construction materials. Negotiate roles to pretend play journeys.</p> <p>Once Upon a Time 1 <i>Caring for Grandma.</i></p> <p>All Creatures Great and Small 1 Conflict resolution.</p>





PSED: Medium-Term Plans

	Self Regulation	Managing Self	Building Relationships
Nursery 3 - 4 (Cycle B)	<p>Bears - 'Where's My Teddy?' by Jez Alborough – identify how the characters are feeling in the story. Talk about own bear.</p> <p>'We're Going on a Bear Hunt' by Michael Rosen – creating feelings bubbles.</p> <p>Special Days - 'Santa Post' by Emma Yarlett. How did Amy feel about her present? Relate to own experiences.</p> <p>What makes children surprised, excited, miserable?</p> <p>Toys - <i>Harry and the Dinosaurs</i> and the <i>Bucketful of Stories</i> by Ian Whybrow. Explore feelings of loss.</p> <p>Once Upon a Time 2 - Explore feelings through stories – frightened, sad, frustrated.</p> <p>All Creatures Great and Small 2 - Transition activities.</p>	<p>Look at me! - <i>All About Me</i> book.</p> <p>Bears - Rules for large equipment.</p> <p>Special Days - Performance for parents. Talk about ways to keep warm in winter. (<i>clothes/eating/moving around/warm drinks</i>). Discuss <i>Mama, Do You Love Me?</i> by Barbara Jooisse. How did the Inuit family keep warm?</p> <p>Toys - Talk about favourite toys.</p> <p>Food Glorious Food - 'The Little Red Hen' and discuss helping others. Look after chicks and flowers/vegetables they have planted. Make a salad/healthy picnic baskets.</p> <p>All Creatures Great and Small 2 - Transition activities.</p>	<p>Look at me! - Learning friends' names games. Play with 1 other child in construction or small world.</p> <p>Bears - Work in pairs to make caves and dens for the bears.</p> <p>Toys - Build flying machines from large construction materials. Negotiate roles to pretend play journeys.</p> <p>All Creatures Great and Small 2 - Conflict resolution.</p>
Reception	<p>My Heroes - Explore emotions through the book, 'The Colour Monster' by Anna Llenas. 'Tough Guys Have Feeling too' by Keith Negley. Identify possible feelings that our superheroes in our stories may have felt. When do they feel sad, scared, happy, excited?</p> <p>Where We Live - Listen to 'Ravi's Roar' by Tom Percival. Discuss the emotions they feel and how to manage those emotions.</p> <p>Science Detectives - Set a simple goals for Y1.</p> <p>'Ruby's Worry' by Tom Percival. Make links to their own experiences.</p>	<p>Me and My World - 'Marvellous Me: Inside and Out.' by Lisa Bullard. Describe self in positive terms. Engage in the sharing of books and discussion about healthy lifestyles.</p> <p>Castles, Knights and Dragons - Listen to stories that include brave and not so brave knights. Talk about what it means to be brave.</p> <p>Spring in Our Step - Listen to the story, 'The Empty Pot' by Demi. Share when they have tried their best? Do you always succeed?</p> <p>Where We Live - 'The Selfish Crocodile' by Faustin Charles. Talk about what changes the crocodile's behaviour. Discuss the need for rules.</p>	<p>A Standing Ovation - 'Eight Candles to Light (A Chanukah story)' – Jonny Zucker. Play the dreidel game, taking turns to play. Circle time discussion about celebrations.</p> <p>Castles, Knights and Dragons - 'The Dragon and the Nibblesome Knight' by Ella Woolard and Benji Davis. Circle time to talk about their special friend. What do they like to do together? Paired construction tasks.</p>
Y1	Schools' PHSE and Relationships Education, Relationships and Sex Education (RSE) and Health Education scheme of work.		



Physical Development: Medium-Term Plans



Gross Motor

	Wheeled Toys	Ball Skills	Movement/Gymnastics	Balancing and Climbing	Wider Skills
N2	What's Outside Navigating corners and uneven ground using tricycles and/or scooters.	Dinosaurs 2 – Dinosaur obstacle course, throw ball.	It's Good To Be Me - Sing action rhymes and songs Colours – Explore movement with coloured scarves What's Outside – Animal action songs.	It's Good To Be Me Create woodland den with spaces/containers. Buildings and Homes 1 Obstacle course based on The Three Bears.	Buildings and Homes 1 Building site role play using large construction Water 1 Lifting and carrying buckets of water.
N3-4 (Cycle A)	On the Move Roadways, traffic lights game. On the Farm Role-play with tractors.	All Creatures Great and Small 1 Preparation and taking part in Sport's Day.	Marvelous Me - 'Follow my Leader', 'Simon Says.' 'Musical Statues' It's Getting Cold Outside - Squirrel nut hunt. Polar Express - Snowman movement. On the Move - Traffic lights game. On the Farm - Explore movements in texts. All Creatures Great and Small 1 - 'We're Going on a Lion Hunt.'	Once Upon a Time 1 Obstacle course to Grandma's house.	Marvelous Me 'Follow my Leader', 'Simon Says.' It's Getting Cold Outside Safely move equipment for den building. Choose materials for the den. Once Upon a Time 1 Set up obstacle course.
N3-4 (Cycle B)	Toys Games on wheeled toys. Food Glorious Food Use wheeled toys are farm vehicles.	All Creatures Great and Small 2 Preparation and taking part in Sport's Day.	Look at me! - Play 'Body Match', 'Follow my Leader' and 'Musical Statues.' Bears - 'We're Going on a Bear Hunt' movement. Obstacle course. Special Days - Snowman movement. Toys - Traffic lights game. All Creatures Great and Small 2 - "Walking Through the Jungle.'	Once Upon a Time 2 Hansel and Gretel obstacle course.	Look at me! Play 'Body Match' game in pairs. Bears Safely move equipment for obstacle course and den building. Once Upon a Time 2 Hansel and Gretel obstacle course.
Reception		Where We Live Play group games that involve rolling, pushing and kicking balls. Science Detectives Play games in pairs and small groups that involve throwing and catching balls, aiming at targets, and using bats.	Me and My World - <i>The Busy Body Book: A Kid's Guide to Fitness by Lizzie Rockwell</i> My Heroes - Superhero movement. A Standing Ovation - Firework movement. Spring in Our Step - Beans game.	Castles, Knights and Dragons Use apparatus in different ways.	Me and My World Expectations are shared and agreed. Follow instructions as new routines are introduced. Castles, Knights and Dragons Build castles with large construction.
Y1	NC Year 1 - Pupils should be taught to: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.				



Physical Development: Medium-Term Plans



Fine Motor

	Using Mark Making Tools	Manipulating other Tools and Materials	Dressing
N2	<p>Colours – Spray liquid colours on canvases.</p> <p>Winter – Winter themed craft activities</p> <p>Dinosaurs 1 – Add enhancements to playdough area</p> <p>Dinosaurs 2 – Dinosaur egg making, paint with paintbrushes.</p> <p>What's Outside – Moving pen attached to safari car.</p>	<p>It's Good To Be Me - Use finger puppets to explore characters</p> <p>Colours – Rainbow spaghetti tuff spot</p> <p>Buildings and Homes 1 – Using bricklaying tools in play 'cement'</p> <p>Buildings and Homes 2 – Cleaning muddy toy. Creating an iced biscuit.</p> <p>Water 1 – Pouring water</p> <p>Water 2 – Activities with water beads.</p> <p>What's Outside – Planting and watering seeds/plants.</p>	<p>Winter – Dressing teddy for seasons.</p>
N3- 4 (Cycle A)	<p>On the Move – Making tracks.</p> <p>See writing opportunities in Literacy planning.</p>	<p>Marvelous Me - Collage faces</p> <p>On the Farm - Using cutlery to prepare and eat meals with fruit and vegetables.</p> <p>Once Upon a Time 1 - Playdough gingerbread men.</p>	<p>Polar Express – Dressing in winter clothes</p>
N3- 4 (Cycle B)	<p>Toys – Making tracks with toy vehicles.</p> <p>See writing opportunities in Literacy planning.</p>	<p>Look at Me! - Playdough faces.</p> <p>Food Glorious Food - Preparing and eating fruit salad.</p> <p>Once Upon a Time 2 - Playdough gingerbread house.</p>	<p>Special Days – Dressing in winter clothes</p>
Reception	<p>See writing opportunities in Literacy planning.</p>	<p>My Heroes - Chop vegetables for vegetable soup. Hammer nails into vegetables.</p> <p>A Standing Ovation - Make Diya lamps. Make decorations.</p> <p>Castles, Knights and Dragons - Playdough dragons. Moving dragon eggs with tweezers. Decorate crowns.</p> <p>Spring in our step - Moving beans.</p> <p>Where We Live - Ping pong football.</p>	
Y1	<p>NC Year 1 Handwriting. Pupils should be taught to sit correctly at a table; hold a pencil comfortably and correctly; begin to form lower-case letters in the correct direction, starting and finishing in the right place; form capital letters; form digits 0-9; understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>		



Art & Design: Medium-Term Plans



	Drawing and Painting	Media and Materials
N2	<p>Colours - Sensory paint play. Mark making using rainbow paper.</p> <p>Winter - Painting with sticks/leaves linked to Stickman.</p> <p>Buildings and Homes 2 - Driving vehicles through paint/mud creating different tracks.</p>	<p>It's Good To Be Me - Sponge/finger painting – Owl Babies.</p> <p>Colours - Printing using fruit halves.</p> <p>Winter - Printing with natural materials, experimenting with colours.</p> <p>Buildings and Homes 2 - Working together to create the Three Little Pigs houses (brick, stick and straw).</p> <p>Water 1 – Creating Mr Gumpy's boat using junk modelling.</p> <p>What's Outside – Transient art using natural materials/leaf rubbings.</p>
N3-4 (Cycle A)	<p>Marvellous Me - Self portraits.</p> <p>Once Upon a Time 1 - Pig themed drawings using continuous vertical and horizontal lines, and anti-clockwise circles to enclose space. Draw pictures of the Gingerbread Man using drawing to represent blowing or running.</p> <p>All Creatures Great and Small 1 - Creating Tinga Tinga paintings and drawings of African animals.</p>	<p>It's Getting Cold Outside - Create textured animal pictures, selecting their own materials. Add bedding and shelters for the hibernating animals.</p> <p>Polar Express - Make a snow and ice collages.</p> <p>Once Upon a Time 1 - Create textured house for the pigs.</p>
N3-4 (Cycle B)	<p>Look at Me - Self portraits.</p> <p>Special Days - Colour mixing.</p> <p>Food Glorious Food - Mix the colours and shades they need to paint/print vegetables.</p> <p>Once Upon a Time 2 – Bear-themed pictures creating closed shapes. Use drawing to represent running, falling and splashing.</p> <p>All Creatures Great and Small 2 - Jungle animal pictures.</p>	<p>Look at Me (Autumn) - Make a photo frame.</p> <p>Bears - Create textured bear pictures.</p> <p>Special Days - Make Christmas decorations, cards and wrapping paper.</p> <p>Food Glorious Food - Make pictures using food.</p> <p>Once Upon a Time 2 - Make a textured scarecrow troll.</p>
Reception	<p>Me and My World - Detailed self-portrait using a choice of materials.</p> <p>Castles, Knights and Dragons - Textured dragon pictures.</p> <p>Spring in Our Step - <i>The Extraordinary Gardner</i> pictures. Colour mixing butterfly pictures. Observational drawings.</p>	<p>My Heroes Create their own superhero vegetable using printing and collage materials.</p> <p>Spring in Our Step - <i>The Extraordinary Gardner</i> pictures.</p> <p>Science Detectives - Skeleton collage. Fingerprint pictures based on <i>Tree</i> by Patricia Hegarty</p>
Year 1	See information in United Learning Art & Design Curriculum .	



Religion & Worldviews: Medium-Term Plans



N2	<p>It's Good To Be Me Explore small world families and link to core text 'Owl Babies' and own families.</p> <p>Dinosaurs 1 Talk about photographs from their weekend with their families.</p>
N3- 4 (Cycle A)	<p>Marvelous Me Find out about different kinds of families.</p> <p>Polar Express Talk about places in the world that have snow and ice all year. Look at books about the Inuit people.</p> <p>All Creatures Great and Small 1 African village/ safari</p>
N3- 4 (Cycle B)	<p>Look at Me! Find out about different kinds of families. Special Days Guru Nanak's birthday. Special celebrations.</p> <p>All Creatures Great and Small 2 African jungle</p>
Reception	<p>A Standing Ovation Diwali/ Hannukah/Eid/ Christmas Castles, Knights and Dragons Chinese New Year</p> <p>Where We Live Homes around the World</p> <p>Science Detectivities Handa's Surprise</p>
Year 1	<p>See information in United Learning Religion & Worldviews Curriculum.</p>



Music: Medium-Term Plans

N2	<p>It's Good to Be Me Sing nursery rhymes and songs.</p> <p>Winter Sing and encourage actions to favourite nursery rhymes and songs.</p> <p>Dinosaur Roar 2 Creating sensory experiences through sound to recreate noises a dinosaur might make. Experiment with different ways of moving like dinosaurs.</p> <p>What's Outside 2 Perform 'Walking in the Jungle' to an audience. Watch videos of animals moving and recreate.</p>
N3- 4 (Cycle A)	<p>Polar Express Perform simple songs as part of a short performance.</p> <p>On the Move Use percussion instruments to make the rhythm of the train as it travels.. Make up their own verses to <i>The Wheels on the Bus</i>.</p> <p>All Creatures Great and Small 1 Respond to and talk about African music.</p>
N3- 4 (Cycle B)	<p>Special Days Perform simple songs as part of a short performance for parents.</p> <p>Toys Explore different ways of moving. Use percussion instruments to match the rhythm. Make up verses to known songs and rhymes.</p> <p>All Creatures Great and Small 2 Respond to music with dance, movement and playing instruments.</p>
Reception	<p>A Standing Ovation Match firework movements to classical music. Rama and Sita song. Christmas performance.</p> <p>Castles, Knights and Dragons Sing and perform nursery rhymes.</p> <p>Science Detectives Listen to a range of African music; traditional drumming, highlife and reggae. Watch performances of African dance. Create sequences of movement.</p> <p>Where We Live Listen to and learn simple songs from different countries</p>

