

# Randlay Primary School and Nursery EYFS Curriculum (Nursery 2)



# EYFS Curriculum Intent, implementation and impact

## Intent

In the EYFS at Randlay Primary School and Nursery our curriculum is driven by our school ethos of '**Working together as one**', which values collaboration, aspiration, courage, excellence, respect and creativity.

Across our EYFS, we follow the **Early Years Statutory Framework for the Early Years Foundation Stage**, published in September 2021 by the DfES. The Foundation years are crucial to enable children to develop into resilient, independent learners who are creative and think critically and thus become school ready. Through the Foundation Stage curriculum, we believe children have the right to reach their full potential and be the best that they can be.

## Implementation

Our ethos is that children learn best through active learning and play. Play helps children to learn and develop through doing and talking, which research has shown to be the means by which children think. Our Early Years setting is equipped with a wide range of resources across a variety of learning areas that supports the seven areas of the EYFS curriculum. These are skilfully developed and planned for by staff to provide meaningful experiences and create learning opportunities for pupils across an engaging and enhanced environment both inside and out. Adults work alongside children during their play modelling skills, encouraging independence, giving them chance to rehearse and embed newly acquired knowledge and skills, whilst providing opportunities to scaffold learning, deepen understanding and challenge thinking. Within the EYFS we recognise the importance that the environment has on learning. Hence practitioners provide a rich, inquisitive environment to spark the children's natural curiosity. Our EYFS environment is an organic space in which learning opportunities are rich, inviting and high quality. Continued investment by staff in this environment is essential in developing an evolving and engaging learning haven for young children. Pockets of beauty encourage further exploration that enhance the life chances of our youngest learners. Our use of natural materials enables our children to engage with seasonal changes and the real world first-hand, enhancing their learning offer exponentially. We place great emphasis on outdoor learning with access to our outdoor and Forest school areas built into our curriculum.

Alongside our enabling environment we ensure children learn through a careful balance of both child led and adult led activities. As children start our Nursery there is a greater emphasis on child-initiated learning, this balance changes as children move through the EYFS. More emphasis is put on 'planning in the moment' with our youngest children, again, as they move through the EYFS a strong over-arching theme then drives the learning and provides real life contexts for children to develop skills and knowledge about their world. Our themes are chosen to give a balance of all areas of learning across the curriculum with a focus on creativity, discovery and exploration. The theme, along with the children's interests and needs, is reflected in the environment, which is enhanced to create awe and wonder, and to enthuse children to engage in and extend their own learning. There is a clear focus on stories, vocabulary, communication and language-all integral skills that enable learning across all areas. We endeavour to adapt our offer to meet the needs of each cohort, offering additional support and learning opportunities for those who need it, catering for the unique child. We review and reflect our EYFS offer across the seven features of effective practice outlined in the Early Years Statutory Framework (2021).

## Impact

At Randlay Primary School and Nursery we want to ensure children leave the Foundation Stage ready for the next stage in their learning. We want them to have a rich vocabulary, deep knowledge and enjoyment of stories and be equipped with the learning abilities and characteristics that will enable them to become successful learners. We strive to develop readers and writers who are phonically able and independent, mathematicians who have a deep number sense, and learners who have experiences that develop a rich sense of the world around them. We aim to create happy, healthy children, who are good citizens and friends, and who truly love to learn. We endeavour for our pupils to have all six of our school's core values embedded by the time they leave EYFS.

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Themes</b>	<b>Cycle A</b>	All About Me	Into the woods Festivals and Celebrations	Colours	Down on the Farm	Castles and Crowns	Our Wonderful World.
	<b>Cycle B</b>	All About Me	On the move Festivals and Celebrations	Superheroes	Tell Me a Story	Minibeasts	We're all going to the Zoo
<b>Supporting Text</b>  A range of poems and rhymes from the following texts: This Little Puffin-Elizabeth Matterson A Great Big Cuddle Twinkle, Twinkle Chocolate Bar My First Oxford Book of Poems	<b>Cycle A</b>	Lulu's First Day-Anna McQuinn Spot's Birthday-Eric Hill The same but different-Karl Newson What shall we do with the Boo-Hoo baby-Cressida Cowell All kinds of families-Sophy Henn Find your happy-Emily Coxhead You'll soon grow into them Titch-Pat Hutchins  Poems Family poems If you're happy and you know it One finger, one thumb Two little Dicky Birds	The Gruffalo-Julia Donaldson The leaf Thief Spot's Pumpkin Surprise Butterworth Goodnight Owl-Pat Hutchins Owl Babies-Martin Waddell  Dear Santa-Rod Cambell  Poems/rhymes Christmas Rhymes	Colours Colours Everywhere Elmer How to catch a rainbow Colour Monster Mouse Paint  Lanterns and Firecrackers-a Chinese New Year story  Rhymes Here we go round the Mulberry Bush Oranges and lemons There was a Princess long ago	Jasper's Beanstalk- Nick Butterworth The Enormous Turnip (traditional) Oliver's Vegetables-Vivian French Mr. Wolf's pancakes-Jan Fearnley The shopping basket-John Burningham Fruits- a Caribbean counting poem My Bean Diary  Spot's First Easter-Eric Carle  Rhymes Hot Cross buns Little Rabbit Foo Foo Mary, Mary Quite Contrary Humpty Dumpty	Snow White and the Seven Dwarfs (traditional) The Frog Prince (traditional) The Princess and the Pea (traditional) The Paper bag Princess - Robert Munsch The Queen's hat-Steve Antony  Rhymes The Queen of Hearts Old King Cole The Grand Old Duke of York	Barnaby Bear Goes to the Seaside (BBC) Somebody Swallowed Stanley-Sarah Roberts Sharing a Shell-Julia Donaldson Pirate Pete Barnaby Bear Down Under (BBC)  Seaside Poems-Jill Bennett A sailor went to sea The Bear went over the mountain
	<b>Cycle B</b>	Head to Toe- Eric Carle Where's my Teddy- Jez Alborough So Much-Trish Cooke	On my way home- Jill Murphy We're going on a bear hunt-Michael Rosen	When we grow u Whilst I'm asleep All through the night-Polly Faber	Little Red Riding Hood- (traditional) The Three Little Pigs- (traditional)	Golden Domes and Silver Lanterns-Helen Khan The Very Hungry Caterpillar-Eric Carle	Dear Zoo- Rod Campbell Greedy Zebra-Giraffes can't Dance-

		Simon Sock- Sue Hendra	Rosie's Walk-Pat Hutchins The Train Ride-June Crebbin Duck in a Truck Mr Gumpy's Outing- John Burningham Whatever Next!- Jill Murphy The Christmas Story	Supertato-Sue Hendra Monty and Sylvester-Carly Gledhill Mighty Small-Timothy Knapmann	The Gingerbread man- (traditional) Three Billy Goats Gruff- (traditional) Goldilocks and the Three Bears (traditional) Jack and The Beanstalk (traditional) Once Upon a Time- John Prater  Spot's First Easter-Eric Carle	Mad about minibeasts Snail Trail -Ruth Browne Aargh a spider-Lydia Monks.	-Oi Get off our Train- John Burningham Handa's Surprise-Eileen Browne Rhymes My Village-Poems from around the World.
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### Communication and Language

Communication and Language is developed throughout the day, every day. Through routine, a strong and embedded vocabulary rich environment and quality stories and poems we develop children's language and ensure communication and rich language is at the heart of all we do. We ensure that the children's voice is valued, and they are given opportunities to talk freely, developing conversations with adults and children. The children have time to talk about events from home, are encouraged to talk in large and small groups and express their feelings and thoughts. Our environment is developed to ensure that adults and children have space to work together to ensure that communication skills can be readily developed. We plan strategically for children's language development through use of our Wonderful Words planning and approach. Each week, we carefully select and highlight vocabulary from our theme and texts we are exploring that will need in-depth explanation. These words will be modelled frequently by all staff and displayed in the classroom so that all staff can recap and reinforce new vocabulary.

Talkboost- We use the Talkboost program to assess and target any children whose speech and language development may be delayed or in need of targeting.

<b>Listening and Attention</b>	<p>Throughout the year children will be given opportunities to:</p> <ul style="list-style-type: none"> <li>Explore a variety of stories, rhymes, poems and fiction linked to our theme, sharing books throughout the session and during our daily story time.</li> <li>Learn to develop their listening and attention during story time.</li> <li>Children will learn to focus on the story and speaker.</li> <li>Demonstrate our good sitting, good listening, good looking and good talking prompts.</li> <li>Be offered a language rich environment in which adults talk with children throughout the day.</li> <li>Children will engage in daily shared book-reading.</li> <li>Become familiar with and grow to love a variety books, songs and rhymes.</li> <li>. Engage in a variety of story retelling activities to help children retell, invent and tell their own rhymes, songs and stories:</li> </ul>
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	<ul style="list-style-type: none"> <li>-Small world-based play</li> <li>-Helicopter stories</li> <li>-Story sacks</li> <li>-Puppet shows</li> <li>-Hot seating</li> <li>-Role play/Dressing up</li> </ul>				
<b>Understanding</b>	<p>Children will be offered provocations to investigate, encouraging them to ask questions.          Explore 'I wonder' questions to encourage and promote thinking and challenges.          Extend their vocabulary exploring unfamiliar words and concepts and gaining an understanding of what they mean through stories and other activities.</p>				
<b>Speaking</b>	<p>Children will engage in back-and-forth interactions with adults.          Children will be encouraged to use 'thinking time' before responding.          Begin to learn to talk with a partner before sharing ideas during our carpet time.          Begin to be able to learn to 'work together' to solve a problem, clarify a concept, evaluate activities and extend a narrative.          Take part in our performances to an audience.          Children will be encouraged to talk about what is happening and give their own ideas.          Children will explore new vocabulary which occurs frequently in books and other contexts.</p>				
<p>I know how to listen with interest when adult read stories.</p> <p>I can understand simple instructions such as 'tidy up time'.</p> <p>I know some simple concepts-up, down, on, off, fast, slow.</p> <p>I know new words linked to our theme and begin to use them when communicating.</p>	<p>I know new words linked to our theme and begin to use them when communicating.</p> <p>I understand a question or instruction that has two parts, such as: "Get your coat and wait at the door."</p> <p>I know a range of action words such as who's jumping?</p>	<p>I can talk about familiar books making simple comments.</p> <p>I know and can talk about events in my own life with others.</p> <p>I know and use a wider range of vocabulary.</p> <p>I am beginning to be able to sing some songs and nursery rhymes.</p>	<p>I know how to use longer sentences of four to six words.</p> <p>I know and use question words who, what, where .</p> <p>I know how to share my ideas and thoughts using simple sentences.</p> <p>I know how to use talk to help solve simple problems.</p> <p>I know how to initiate a conversation with an adult or friend and respond appropriately.</p>	<p>I know and sing a large repertoire of songs and rhymes.</p> <p>I can listen to and remember simple stories with pictures.</p> <p>I can talk about past experiences.</p> <p>I know and I am beginning to use correct tenses and plurals.</p> <p>I know how to initiate a conversation with an adult or a friend and begin to</p>	<p>I know and demonstrate the behaviours for good listening.</p> <p>I am able to express an opinion when engaged in a conversation with an adult or friend.</p> <p>I am able to tell a long story of my own in my play.</p> <p>I know how to use complex sentences in speech.</p> <p>I understand 'why' and 'how' questions.</p>

				<p>respond appropriately taking turns to talk.</p> <p>I am beginning to express an opinion when engaged in a conversation with an adult or friend.</p> <p>I am beginning to understand 'why' and 'how' questions.</p>	<p>I know and use a wider range of vocabulary.</p> <p>I can remember and talk about what has happened in familiar books and stories.</p>
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Outcomes by the end of Nursery:

Use a range of age appropriate vocabulary and speak using simple and complex sentences.

Understand simple instructions and questions.

Focus their attention for short periods of time, such as for a story or game.

### Literacy

High quality texts are a key feature of the EYFS curriculum. The books outlined at the beginning of this curriculum document not only support all seven areas of the Early Years Foundation Stage, but they also provide daily discussions through story time. take part in daily book talk where, in addition to features of texts, author and illustrator, children will be asked to anticipate and retell events, discuss key characters and setting, discuss familiar and well-loved stories and develop vocabulary through these key texts. also have a daily story read which will also enable these skills, as well as a high reading focus during child-initiated learning where all children will have access to books across the continuous provision. Vocabulary is developed through thorough vocabulary identification; our wonderful words planning. Poems and rhymes are shared on a daily basis.

Literacy	<p><b>Phonics</b> <b>Word Reading</b> <b>(See Progression document also)</b></p>	<p>I am beginning to join in with songs and rhymes.</p>	<p>I join in with songs and rhymes.</p>	<p>I know and repeat words and phrases from familiar stories.</p>	<p>I can talk about chosen stories.</p>	<p>I know words with the same initial sounds.</p>	<p>I know what rhyme is and can continue a rhyming string.</p>
		<p>I enjoy sharing books with an adult.</p> <p>I know and can talk about environmental sounds, describing and comparing them.</p>	<p>I know that print has meaning by beginning to recognise the first letter or letters from my name.</p> <p>I can count or clap syllables in a word.</p>	<p>I know that English is read from left to right and top to bottom.</p> <p>I know that print has meaning by recognising my name on labels.</p>	<p>I know what is meant by rhyme.</p> <p>I am beginning to know words with the same initial sounds.</p> <p>I join in with songs and rhymes.</p>	<p>I know how to orally blend a simple CVC and VC word after hearing it broken down into its individual sounds.</p>	<p>I know how to orally segment CVC and VC words into their individual sounds.</p> <p>I know if words have the same initial sounds.</p>

		I know how to make a variety of voice sounds, including animal sounds.	I am beginning to identify the sounds of familiar instruments, naming them.  I know and can talk about instrumental sounds, describing and comparing them.	I know and copy actions from familiar songs and rhymes.	I know familiar rhythms and rhymes.  I know what a syllable is.	I know rhyming words from known stories and books.	
	<b>Comprehension</b>	<p>Explore a wide range of examples of print with different functions, for example, signs, menus and logos.</p> <p>Explore a variety of stories, rhymes, poems and fiction text.</p> <p>Explore different parts of a book, for example, the cover, the author and the page number.</p> <p>Learn how to look after books by handling them carefully.</p> <p>Learn how to turn the pages of a book, one by one.</p> <p>Explore the meaning of text (capital letters, sentences, words, letters, full stops, spaces)</p> <p>Explore how we read books in English print (left to right).</p>					
		I know words and phrases from familiar stories.	I know I can ask questions about books.	I know what 'character' means and can name the characters in stories.  I can answer simple who, what, where and when questions related to a story.	I know and I am beginning to use the language of story- Once upon a time, happily ever after.  I can use vocabulary I have heard in stories in my own play.  I can talk about characters from stories.	I know the different parts of a story such as beginning, middle and end.  I can ask simple who, what, where and when questions related to a story.  I can suggest how a story may end.  I can make comments and shares my ideas about stories I have heard.	I engage in extended conversations about stories.  I can talk about characters from stories.  I know what happens at the beginning, middle and end of known stories.

	<p><b>Writing</b></p>	<p>I know how to engage with a wide range of mark making tools.</p> <p>I know how to hold mark making tools using digital pronate grip-movement coming from elbow.</p> <p>I can engage in gross motor mark making activities-shaving foam, brooms, gloop, paint rollers.</p>	<p>I am beginning to know that marks have meaning and add some marks to my drawings.</p> <p>I am developing hand-eye co-ordination to be able to engage with a wide range of mark making tools with some control.</p> <p>I can draw lines and circles using gross motor movements.</p>	<p>I am beginning to develop a static tripod grip when holding mark making tools with movement coming from the wrist.</p> <p>I know that marks have meaning and add some marks to my drawings.</p>	<p>I am developing a static tripod grip when holding mark making tools.</p> <p>I know how to write some letters in my name.</p> <p>I know how to make a wide variety of marks with control such as simple shapes and lines.</p> <p>I know directionality by writing from left to right and top to bottom.</p>	<p>I know how to write some or all of my name.</p> <p>I am beginning to know how to write some letters from my name accurately.</p> <p>I know that words are made up of letters.</p>	<p>I know how to write my first name.</p> <p>I know how to write some letters accurately.</p> <p>I know how to use a pencil and hold it effectively to form recognisable letters from my name.</p> <p>I am beginning to know how to use some of my print and letter knowledge in their early writing.</p>
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Outcome by the end of Nursery:

Listen for and identify a range of sounds-environmental sounds and also initial sounds in words.

Enjoy listening to stories and talk about characters and significant events.

Show an interest in making marks and give meaning to their marks.

### Personal, Social and Emotional Development

	<p><u>Jigsaw- Being Me in My World-Democracy and Rule of law</u></p> <p>I know how it feels to belong and that we are similar and different.</p> <p>I know how feeling happy and sad can be expressed.</p> <p>I know how to use kind hands, kind feet and</p>	<p><u>Jigsaw-Celebrating difference/Tolerance</u></p> <p>I know how it feels to be proud of something I am good at.</p> <p>I know one way I am special and unique.</p> <p>I know there are lots of different houses and homes.</p>	<p><u>Jigsaw - Dreams and Goals/Liberty and Freedom</u></p> <p>I know what a challenge means.</p> <p>I know what a goal is and work towards it.</p> <p>I know some kind words to encourage people with.</p>	<p><u>Jigsaw-Healthy Me</u></p> <p>I know the names for some parts of my body and am starting to understand that I need to be active to be healthy.</p> <p>I know some of the things I need to do to be healthy.</p>	<p><u>Jigsaw- Relationships/Mutual tolerance and Respect</u></p> <p>I know how to make friends if I feel lonely.</p> <p>I know what to say and do if somebody is mean to me.</p>	<p><u>Jigsaw-Changing me</u></p> <p>I can name parts of my body and show respect for myself.</p> <p>I know that we all start as babies and grow into children and then adults.</p>
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	kind mouths hands and know that it is good to be kind to people.	I know that all families are different. I know how I could make new friends. I know words to use to stand up for myself.		I know what the word 'healthy' means and that some foods are healthier than others. I know how to help myself go to sleep and that sleep is good for me. I can wash my hands and know it is important to do this before I eat and after I go to the toilet. I know what to do if I get lost and how to say NO to strangers.	I know how to use Calm Me time to manage my feelings.	I know that I grow and change.
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Outcome by the end of Nursery:

Separate from their parent or main carer comfortably.

Play with other children and develop positive relationships with Nursery adults.

Follow routines and expectations in Nursery, showing some understanding of their feelings and the feelings of others.

### Physical

<b>Gross motor and fine motor skills</b>	I know how to move with confidence in a variety of ways-crawl, walk, run.	I know movement words. For example, gallop, slither, lead, follow. Introduce music and rhythm.	I know how to use indoor climbing equipment confidently and safely.	I know how to use scissors to make snips in paper.	I know how to send and retrieve with a variety of equipment-bats and balls/beanbags.	I know how to use a variety of one-handed tools throughout nursery, e.g. scissors, hammers.
	I know when I am feeling hungry, tired etc. I know how to wash and dry my hands with help.	I know how to run and adjust speed and stop on a signal.  I know and remember sequences and patterns of movements	I know about safety when handling tools and moving equipment and materials.  I know our rules to stay safe whilst playing with others.	I can use a comfortable grip with good control when holding pens and pencils.  I am beginning to show a preference for a dominant hand.	I know how to put my shoes and coat on.  I know how to catch and release with two hands to throw and	I know how to use a pencil correctly and with good control.  I know how to play simple team games using skills of sending and retrieving.

	<p>I can begin to verbalise my toileting needs.</p> <p>I know how to engage with a wide range of mark making tools.</p> <p>I can use gross motor skills to mark make e.g. marks in shaving foam, gloop.</p>	<p>which are related to music and rhythm.</p> <p>I am beginning to use mark making tools with some control.</p> <p>I know how to wash and dry my hands independently.</p> <p>I know how to manipulate a range of tools and equipment in one hand-paintbrushes, scarves and ribbons, knives.</p>	<p>I know how to run safely in different directions and can avoid obstacles.</p> <p>I know how to choose the right resources to carry out my own plan.</p> <p>I know how to collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>I am beginning to know to hold scissors correctly and use to make snips in paper with adult support.</p> <p>I know some directional words when engaging in gross motor mark making movements-up, down, around (Squiggle)</p>	<p>I am beginning to have an understanding of risk and show some safety measures.</p> <p>I can confidently engage with small fine motor skills such as threading and pegging with accuracy.</p> <p>I can follow directional words when engaging in gross motor mark making movements-up, down, around (Squiggle)</p>	<p>catch a large ball or bean bag.</p> <p>I know how to write some letters from my name accurately.</p> <p>I am developing a tripod grip when holding mark making tools.</p>	<p>I know and can name and identify different body parts.</p> <p>I know how to use a pencil and hold it effectively to form recognisable letters from my name.</p>
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Outcome by the end of Nursery:  
 Put on and take off their coat independently.  
 Use the toilet independently, including understanding the importance of hand washing.  
 Use a range of tools comfortably including pencils, paintbrushes, scissors and construction toys.

**Mathematics**

<p><b>(see progression plan also)</b></p>	<p><b>Ongoing-</b> Counting in sequence (forwards, backwards, using actions and through songs and games). - counting objects, pointing out the last number. -Introducing basic shapes. <b>Taught focus-</b> Recognise and name colours in a variety of contexts. Sort into sets based on attributes such as colour, size or shape. Begin to understand that the same collection of objects can be sorted in different ways.</p>	<p><b>Ongoing-</b>Counting objects, pointing out the last number. - number games and collecting a specific number of items. - Finger numbers up to 5 - Linking numerals and amounts throughout the setting. <b>Taught focus-</b> Comparing and ordering sets- comparing and recognising a set can have more, the same or fewer than another set. Identify representations of 1 and 2. Subitise or count to find out how many and make their own collections of 1, 2 or 3 objects. Match the number names to quantities and numerals. Touch count in different arrangements and recognise the final number is the quantity of the set.</p>	<p><b>Ongoing-</b> Explore numerals and number tracks. Introduce real world mathematical problems with numbers up to 5 during, snack time, group time etc. Have a 'number problem of the day'. Exploring 2D and 3D shapes. Children copy, continue and create their own patterns. <b>Taught focus-</b> Identify representations of 1, 2, 3. Subitise or count to find out how many and make their own collections of 1, 2 or 3 objects. Match the number names to quantities and numerals. Touch count in different arrangements and recognise the final number is the quantity of the set.</p>	<p><b>Ongoing-</b>Prepositions in real life contexts. Using positional language to plan a 'route' for example a trip to the shop. Take children out to the shop and recall the route that was planned. Loose parts, den making, talking about shapes and how their properties suit the purpose. <b>Taught focus-</b> Children count on and back to 4. Subitise sets of up to 4 objects to find out how many make their own collections of objects. Match the number to numerals and quantities and are able to say which sets have more and fewer items. Use language to describe length and height e.g. the tree is tall the pencil is short. Find objects that are longer/shorter than a given item. Use direct comparison. Weight- Comparing lengths and weights (fruit and vegetables).</p>	<p><b>Ongoing-</b>Encourage children to talk about what we did throughout the day using, 'first, then, next' language. Link numerals to amounts. <b>Taught focus-</b> Subitise up to 5 items and to count forwards and backwards to 5 accurately using the counting principles. Represent up to 5 items on a five frame. The first, then, now structure will be used to create mathematical stories in meaningful contexts. Continue to count, subitise and compare as they explore one more and one less.</p>	<p><b>Ongoing-</b>Hear and use the language of position and direction; <i>Position: 'in', 'on', 'under'. Direction: 'up', 'down', 'across'</i> Opportunities to use terms which are relative: <i>'in front of', 'behind', 'on top of'.</i> <b>Taught focus-</b> Encourage children to build on their understanding of full and empty. Explore capacity with different materials such as water, sand, rice and loose parts. Properties of shapes- For example, children should be encouraged to notice and describe shapes in the environment and talk about the properties using words such as 'straight/flat/round/ curved'. Explore patterns from different cultures. Introduce vocabulary to describe patterns. Describe a pattern Copy a pattern Create their own patterns using a variety of materials Create musical patterns using clapping and stamping.</p>
<p><b>Outcomes by the end of Nursery:</b> Make comparisons of size/quantity e.g. more/less, bigger/smaller</p>						

Begin to recognise some numerals.  
 Count from 1-10 by rote and 1-5 using 1:1 correspondence.  
 Begin to recognise some features of 2D and 3D shapes and name them.  
 Use some positional language appropriately.

### Understanding the World

<b>Science</b>	<b>Cycle A</b>	<p>I know who makes up my family.</p> <p>I know I was once a baby.</p> <p>I know all animals have babies.</p>	<p>I know that Autumn is one of the seasons.</p> <p>I know some of the things that happen in Autumn e.g. hibernation.</p> <p>I know the names of some features of the woodland- trees, leaves, plants, grass, stones, sticks, conkers, pinecones, acorns.</p> <p><i>CC-Visit to Town Park</i></p>	<p>I know that Winter follows Autumn.</p> <p>I know some of the things that happen in Winter e.g. Ice</p>	<p>I know that Spring follows Winter.</p> <p>I know some of the things that happen in Spring e.g. new life</p> <p>I know the key features of the life cycle of a plant.</p> <p>I know about some changes to materials (chocolate).</p> <p><i>CC-Visit to garden centre/allotment</i></p>	<p>I know that some materials are attracted to magnets.</p> <p>I know that different materials are reflective.</p> <p>I know that some objects float and some sink.</p>	<p>I know that Summer follows Spring.</p> <p>I know some of the things that happen in Summer e.g. hot weather</p> <p>I know that I must look after my environment.</p> <p>I know what recycling is.</p> <p>I know the names of some sea creatures.</p>
	<b>Cycle B</b>	<p>I know who makes up my family.</p> <p>I know I was once a baby.</p>	<p>I know that Autumn is one of the seasons.</p> <p>I know some of the things that happen in Autumn e.g. hibernation.</p>	<p>I know that Winter follows Autumn.</p> <p>I know some of the things that happen in Winter e.g. Ice</p> <p>I know that materials can be changed by heating and cooling-</p>	<p>I know that Spring follows Winter.</p> <p>I know some of the things that happen in Spring e.g. new life</p>	<p>I know the key features of the life cycle of a minibeast-butterfly.</p> <p>I know the names of some different minibeasts.</p>	<p>I know that Summer follows Spring.</p> <p>I know some of the things that happen in Summer e.g. hot weather</p>

			I can explore and talk about different forces I can feel.	popcorn, wax crayons, blocks of ice, ice cubes, bread.  I can explore a range of natural materials in a sensory way-dew, ice, icicles, frost.		CC-Visit to Severn Gorge (Minibeast hunt)	I know the names of a range of different animals.  I know and name animals from different habitats-jungle, polar, desert.  I know how animals are cared for when they live outside their natural environment.
History	Cycle A	I know that I was once a baby.  I can use photos and artefacts to talk about what I was like as a baby.	I know about Bonfire Night and how we celebrate.  I know about the celebration of Christmas and can talk about how my family celebrates Christmas.	I am beginning to know the days of the week through our Nursery song.  I am beginning to understand today, day, week.  I know the sequence of activities within a nursery session.		I know who the King is and why he is important.  I know that in fairytales, kings/queens are usually important people.  I know am beginning to know who is in my family -parents, grandparents (beginning to understand the concept of generations).	I know and talk about holidays/visits I have been on-recalling past events.
	Cycle B	I know who makes up my immediate family.	I am beginning to know that the environment	I am beginning to know the days of the		I am aware of some changes that happen throughout the year	

		<p>I know about some events from family life-birthdays.</p> <p>I can recount some activities that happened in my past using photos/artefacts as a prompt.</p>	<p>around us changes as time passes.</p> <p>I know about the celebration of Christmas and can talk about how my family celebrates Christmas.</p> <p>I know about different forms of transport.</p>	<p>week through our Nursery song.</p> <p>I am beginning to understand today, day, night, week.</p> <p>I know the sequence of activities within a nursery session.</p> <p>I know about the lives of the people around me and their roles in society- dentist, fire fighter, doctor, vicar.</p>		(e.g. seasons, nature).	
<b>Geography</b>	<b>Cycle A</b>	<p>I know some features of the school environment of Randlay-hall, outdoor area, nursery, base 2, base 12.</p> <p>I know there are different types of weather.</p>	<p>I know there are different seasons- Autumn focus.</p> <p>I can talk about Autumnal changes.</p> <p>I know a range of places such as woods, school, park, town in the local area.</p> <p>I am beginning to know some of the features of Randlay e.g. shops, roads- from my journey/walk to school.</p>	<p>I know there are different seasons- Winter focus.</p> <p>I can talk about Winter changes.</p> <p>I am beginning to know that the seasons affect the weather.</p>	<p>I know there are different seasons- Spring focus</p> <p>I can talk about Spring changes.</p> <p>I know I live in Randlay.</p> <p>I know about some of the features of Randlay e.g. shops, roads- from my journey/walk to school.</p> <p>I know that a place and its features can be represented in a picture.</p>		<p>I know there are different seasons- Summer focus.</p> <p>I can talk about Summer changes.</p> <p>I know some features of the seaside.</p> <p>I know there are other places in the world -Australia focus.</p> <p>I know that my behaviour can have an effect on the environment.</p>

			I am able to say what the daily weather is like.  CC-Local Walk to Town Park		I am beginning to know that a map is a picture of a place.		
	<b>Cycle B</b>	I can talk about myself and my home.  I know I live in Randlay.  I know there are different types of weather.  CC-Local Walk	I know there are different seasons- Autumn focus.  I can talk about Autumnal changes.  I know about some of the features of Randlay.  I am able to say what the daily weather is like.  CC-Local Walk	I know there are different seasons- Winter focus.  I can talk about Winter changes.  I know about people who help me in the local community.  I am beginning to know that the seasons affect the weather.	I know there are different seasons- Spring focus  I can talk about Spring changes.  I know that maps can show a journey/route. Make a simple story map of Red Riding Hoods/The Gingerbread Man's journey. CC-Wonderland visit		I know there are different seasons- Summer focus  I know there are other places in the world -Africa  I know that my behaviour can have an effect on the environment.
<b>Celebrations and Festivals</b>		<ul style="list-style-type: none"> <li>• Harvest Festival</li> </ul>	<ul style="list-style-type: none"> <li>• Diwali</li> <li>• Bonfire Night (Nov 5<sup>th</sup>)</li> <li>• Remembrance Day (Nov 11<sup>th</sup>)</li> <li>• Christmas (Dec 25<sup>th</sup>)</li> </ul>	<ul style="list-style-type: none"> <li>• New Year (Jan 1<sup>st</sup>)</li> <li>• Chinese New Year</li> </ul>	<ul style="list-style-type: none"> <li>• Pancake Day</li> <li>• Mother's Day</li> <li>• Easter Sunday</li> <li>• Purim</li> </ul>	<ul style="list-style-type: none"> <li>• Eid-al-Fitr</li> </ul>	<ul style="list-style-type: none"> <li>• Father's Day</li> </ul>
<b>Communitie s/R.E</b>	<b>Cycle A</b>	I know what a celebration is.	I know that some people celebrate Diwali.	I know that some people celebrate Lunar New Year.	I know that some people celebrate Easter.	I know that some buildings are important to groups of people-	I know that Jesus was a storyteller and enjoy listening to some of these

		I know some special occasions that I celebrate- birthdays, Christenings, naming ceremonies. weddings. <b>CC- Visit by Vicar</b>	I know some of the ways that Diwali is celebrated.  I know that some people celebrate Christmas.  I know some of the ways that Christmas is celebrated.		I know some of the ways that Easter is celebrated.	<b>CC-Visit to our local church.</b>	stories-Stories Jesus told-Nick Butterworth.
	<b>Cycle B</b>	I know what a celebration is.  I know some special occasions that I celebrate- birthdays, Christenings, naming ceremonies. weddings.	I know that some people celebrate Christmas.  I know some of the ways that Christmas is celebrated.  I know some people go on special journeys.	I know about people who help me in my community-fire fighter, dentist, <b>CSO</b> .  <b>CC-Visit from fire engine, CSO, dentist</b>	I know that some people celebrate Purim.  I know that some people celebrate Easter. I know some of the ways that Easter is celebrated.	I know that some people celebrate Eid-al-Fitr.	I know that Jesus was a storyteller and enjoy listening to some of these stories- Stories Jesus told-Nick Butterworth.

**Computing**

<b>Computer Science</b>	<b>Cycle A and B</b>	I know how to sequence my daily routine. Ordering events.	I know what a pattern is and can spot patterns around me.	I know how to follow a simple one step instruction-PE link	I know what a sequence is and can follow a sequence to make a smoothie/soup.	I know how to sequence movements to get from A to B. Directions and turns-Help the	I can follow more complex instructions-PE link
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						Queen find her hat/ help Red Riding Hood escape from the wolf.	
<b>Information Technology</b>		I know how to operate buttons, flaps and simple lift and press mechanisms.	I know how to operate mechanical toy-pull back friction car, wind up toy.	I know how to operate toys that have an on/off switch.	I know how to operate a range of simple equipment such as torches, walkie talkies, remote control cars.		
<b>Digital Literacy</b>						I know that information can be found on digital devices.	I know I must stay safe online.

Outcomes by the end of Nursery-

Demonstrate an understanding of the world around them, seasonal change, growth, plants and animals.

Talk about themselves and their family/community and special events in their own life.

### Expressive Arts and Design

<b>Throughout the year children will have the opportunity to</b>	<b>Draw</b>	Use a range of mark making media e.g. pencils, chalk, pastels. Use marks and pictures to express their thoughts and feelings. Begin to use and name different lines e.g. thick, thin, wavy, straight. Create simple drawings on what they observe.					
	<b>Painting</b>	Use a range of painting materials e.g. thick, thin, ready mix, powder, poster finger paints etc. Use everyday objects to make shapes and marks in paint e.g. cotton reels, sticks, wheels, brushes. Be able to name and describe colours. Begin to understand what happens when colours are mixed together. Combine paint and other materials to create texture.					
	<b>Sculpture and form</b>	Use a range of modelling materials to explore form, e.g. salt dough, junk modelling materials, playdough. Use everyday objects to make marks in modelling materials e.g. cotton reels, sticks, etc.					
	<b>Printing</b>	Use tools and everyday objects to make marks and everyday prints.					
<b>Being imaginative (Art)</b>	<b>Cycle A</b>	I can explore different media and materials- Fingerpainting, Easel painting- outdoors and indoors. Painting on large scale using different sized brushes.	I can explore colour in a variety of contexts.  I know primary colour names.	I can explore colour mixing and talk about the differences between colours.  I know secondary colour names. Artist study- Kandinsky-Circles	I know how to use drawing pens exploring what sorts of lines can be drawn- draw pictures of still life/plants/flowers.	I know how to use drawings to represent ideas- match to stories shared e.g. How the Princess felt when she got up (bumpy lines)	I know how to show different emotions within my drawings and paintings.  I know I can represent my ideas using natural materials to make my own land art using -

		I can explore textures and know words to describe them- sensory exploration of new textures and sounds, e.g. playdough, Jellibaff, mud, sand, gloop etc.		I can explore malleable materials (play dough and salt dough)  I know how to change the shape of malleable materials using my hands.			shells, driftwood, pebbles, seaweed. Artist study- Tom Foreman.  I experiment and create movement in response to music- listening to Aboriginal music and creating my own Aboriginal dance.  I know how to use printing techniques to make sea creatures.
	<b>Cycle B</b>	I can explore different media and materials- Fingerprinting, Easel painting- outdoors and indoors. Painting on large scale using different sized brushes.  I can explore textures and know words to describe them- sensory exploration of new textures and sounds, e.g. playdough, Jellibaff, mud, sand, gloop etc.	I know primary colour names.  I can explore colour in a variety of contexts.	I can explore colour mixing and talk about the differences between colours.  I know secondary colour names.  I know how to change the shape of malleable materials using my hands.	I know how to use drawings to represent ideas-match to stories shared e.g. Red Riding Hood	I know how to use drawing pens exploring what sorts of lines can be drawn- draw pictures of still life/minibeasts.  I know how to use paper cutting and collage techniques- Artist study-Matisse The snail.	I know how to show different emotions within my drawings and paintings.  I know I can represent my ideas using natural materials to make my own land art using - shells, driftwood, pebbles, seaweed. Artist study- Goldsworthy  I know how to use printing techniques to make animal

							coats-e.g. zebra stripes, leopard spots.
<b>Creating with materials (Design)</b>	<b>Cycle A</b>		In the Woods- Hibernation boxes (Kapow) (A) Sliding Santa (B) Structures (Boats) A	Junk modelling (A) Rainbow catching machine (B) Emergency vehicle	Making soup(A)	Structures(A) Rainbow salad (B)	Structures (Boats) A
		I can explore a range of block play.	I know how to collage by using scissors to make snips in paper to make Christmas collage using glue (Pritt) and scissors.	I know how to join different materials - making rainbow catching machine using glue and tape.	I know that soup is a mixture of ingredients.  I know that different vegetables taste different.  I know that eating vegetables is good for us.  I know how to use kitchen utensils safely to prepare vegetables to make soup. (knives).  I know the names of some vegetables.  I know that vegetables are grown.	I know how to join junk modelling materials, tape, scissors, glue- to make fairy tale castle.	I am beginning to know that some objects float and others sink.  I can make a boat that floats using junk materials.  I can test my design and make changes to make it better.

	<b>Cycle B</b>	I can explore a range of block play.	<p>I know how to collage by using scissors to make snips in paper to make Christmas collage using glue (Pritt) and scissors.</p> <p>I can join using tape.</p> <p>I am beginning to know that some objects float and others sink.</p> <p>I can make a boat that floats using junk materials.</p> <p>I can test my design and make changes to make it better.</p>	<p>I know how to shape salt dough to make a plaque by pressing objects in to make impressions.</p> <p>I know how to join different materials - making a simple emergency vehicle using glue and tape.</p>		I know how to how to use simple kitchen utensils safely to make a salad using garden produce.	
<b>Music</b>	Exploring Sound (Kapow)	Celebration Music (Kapow)	Music and Movement (Kapow)			Big Band (Kapow)	
	<p>I know some well-known nursery rhymes and songs.</p> <p>I know how to create sounds in a variety of ways.</p> <p>I can explore musical instruments and the sounds they make.</p>	<p>I know rhymes and perform these during our Christmas nativity performance.</p> <p>I know how to create movement in response to music-listening to Indian cultural music/watching fireworks and creating my own Diwali dance/Firework dance.</p>	<p>I know a range of well-known nursery rhymes and songs linked to theme.</p> <p>I know there are different ways to play instruments (fast/slow, loud/quiet).</p> <p>I know how to create movement in response to music-listening to Chinese cultural music and creating my own Dragon dance.</p>	<p>I know a range of well-known nursery rhymes and songs linked to theme.</p> <p>I can sing the melodic shape of familiar songs.</p> <p>I know and join in with different with ring games.</p>	<p>I know, remember and sing entire songs.</p> <p>I can engage in pitch matching activities.</p> <p>I am beginning to create my own songs and rhymes.</p>	<p>I know what a rhythm is and can tap out simple rhythms.</p> <p>I know a variety of music from different cultures.</p> <p>I know different music can make me feel different emotions.</p> <p>I know how to play percussion instruments with increasing control to</p>	

						<p>express my feelings and ideas.</p> <p>I know how to create movement in response to music- listening to African/Aboriginal music and creating my own African/Aboriginal dance.</p>
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Outcome by the end of Nursery-  
 Express their ideas in a variety of ways-through music and dance, drawing, painting and making models.  
 Engage in imaginative play based on their knowledge and experiences.