



All Saints C.E Primary School

Continuing the

# Early Years Journey





Play is the  
highest form  
of research

Albert Einstein

## Strands

### Primes

1. Listening, Attention and Understanding
2. Speaking
3. Gross Motor Skills
4. Fine Motor Skills
5. Self - regulation
6. Managing Self
7. Building Relationships

### Specifics

1. Creating with materials
2. Being Imaginative and Expressive
3. Past and Present
4. People, Culture and Communities
5. The Natural World

### 6. Literacy

Comprehension

Word reading

Writing

### 7. Numeracy

Number

Numerical patterns

Shape and Measure

## Characteristics of Effective Learning

### Playing and Exploring

1. Children investigate and experience things.
2. Play with what they know.
3. Be willing to have a go.



### Active Learning

1. Being involved and concentrating
2. Keep on trying
3. Enjoying achieving



### Creating and Thinking Critically

1. Having my own ideas
2. Making links
3. Choosing the way I do things

## Listening, Attention and Understanding

- To follow directions - from staff, in games, from peers.
- To join in with repeated refrains and phrases in rhymes and stories.
- To listen to stories and talk about familiar books.
- To listen to others, one-to-one in small groups.
- To listen and respond appropriately.

<h3>Playing and Exploring</h3>	<h3>Active Learning</h3>	<h3>Creative and Critical Thinking</h3>
<ul style="list-style-type: none"> <li>* Book corner, known story basket.</li> <li>* Outdoor and Indoor engagement with peers.</li> <li>* Role play areas to reflect stories.</li> <li>* Small world to reflect stories and experiences</li> </ul>	<ul style="list-style-type: none"> <li>* Storytime focus repeated phrases text.</li> <li>* Group reading sessions focus repeated phrases text.</li> <li>* Rhymes before lunch everyday.</li> <li>* One goal</li> <li>* Phase one games in phonics</li> <li>* Communication cookbook listening and attention sessions.</li> </ul>	<ul style="list-style-type: none"> <li>* Listening to others and responding.</li> <li>* Choosing to listen to others ideas.</li> <li>* Linking by copying the language of others.</li> </ul>
	<ul style="list-style-type: none"> <li>* Storytime and oral comprehension questions.</li> <li>* Circle times</li> <li>* Table work</li> <li>* Carpet time sessions</li> <li>* Guided group sessions</li> <li>* Big talk weekly sessions, including topic, story based and who, what, when, where, who.</li> </ul>	<ul style="list-style-type: none"> <li>* Talking about own ideas.</li> <li>* Explaining own tasks.</li> <li>* Recalling own experiences at home, events.</li> <li>* Travelling Teddy going home.</li> </ul>

# Reception

## Listening ,Attention and Understanding

Practise listening skills in different situations, groups and assemblies and understand why listening is important.

Learn new vocabulary in all curriculum areas.

Listen and talk about selected non fiction to develop a deep familiarity with new knowledge and vocabulary.

Listen carefully to rhymes and songs, picking up rhymes, patterns and repeats.

Listen to stories and through modelled example overtime begin to ask questions, comment and discuss the stories.

Learn how to asks questions to find out more or check they understand what has been said to them.

Playing and Exploring	Active Learning	Creative and Critical Thinking
<ul style="list-style-type: none"> <li>* Stories and topic books in reading area.</li> <li>* Sound buttons</li> <li>* Talking sequence boards</li> </ul>	<ul style="list-style-type: none"> <li>* Guided reading sessions</li> <li>* Whole class stories.</li> <li>* Big talk sessions.</li> <li>* Listening booster, (manchesters social skills and listening programme)</li> <li>* Communication cookbook listening and attention sessions.</li> <li>* Talk partners</li> <li>* Singing time/assemblies</li> <li>* Communication cookbook vocabulary session.</li> </ul>	<ul style="list-style-type: none"> <li>* Big talk story and topic bags ( activities/toys for groups, independent play. To promote independent use of new vocabulary, retelling stories after teacher led big talk sessions.</li> </ul>
	<ul style="list-style-type: none"> <li>* Talk buttons</li> <li>* Discovery espresso</li> </ul>	

# Nursery

## Speaking

To use 'Big Talk' longer sentences of four to six words.  
 To use talk to organise themselves and their play.  
 To talk about things they see, smell, touch, taste, hear.  
 Question- understand , who, when, where, what, how.  
 Use language to imagine and recreate roles and experiences in play situations.  
 Through adult prompt begin to express point of view.  
 Start and then continue a conversation for many turns.

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creative and Critical Thinking</b>
<ul style="list-style-type: none"> <li>* Using visual cues to build models children instruct each other in construction areas both indoors and out.</li> <li>* Role play indoors and outside visuals for language development with sound buttons or talking story boards.</li> <li>* Small world tables indoors and outside.( topic themed , story themed)</li> </ul>	<ul style="list-style-type: none"> <li>* Big talk speaking bags ( group, playbased activities)</li> <li>* Big talk weekly sessions teacher led.</li> <li>* Traditional tales topic</li> <li>* Story time</li> <li>* Christmas nativity</li> <li>* Circle time</li> <li>* Communication cookbook building sentences sessions.</li> </ul>	<ul style="list-style-type: none"> <li>* Provide opportunities to use the new vocabulary independently.( Big talk bags, small world, role play.</li> <li>* Ask questions independently through challenge based activities</li> </ul>
	<ul style="list-style-type: none"> <li>* Sound buttons</li> <li>* Talking boards and clip boards.</li> </ul>	

# Reception

## Speaking

Explore storytelling and narrative in play and during big talk for writing sessions.

Extend vocabulary, grouping and naming during themed activities.

Opportunities to use new vocabulary in independent sessions.

Use talk to organise.

Use talk to sequence.

Use talk to explain thinking.

Use talk to evaluate.

Use talk to express ideas and feelings.

Develop use of correct tense.

Engage in big talk sessions with a large group/whole class.

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creative and Critical Thinking</b>
<ul style="list-style-type: none"> <li>* Language structure of explanation in each area</li> <li>* Vocabulary developing topic resource boxes and big talk bags.</li> </ul>	<ul style="list-style-type: none"> <li>* Big talk to develop vocabulary.</li> <li>* Language structures modelled by adults.</li> <li>* Language booster group sessions with Neli</li> <li>* Story telling- Communication cookbook sessions.</li> <li>* Topic videos</li> <li>* Communication cookbook conversations sessions</li> </ul>	<ul style="list-style-type: none"> <li>* Role play/ small world areas based on books and stories, topic and themes.</li> <li>* Categorising and sorting opportunities.</li> <li>* Evaluation during creative tasks/ learning.</li> </ul>
	<ul style="list-style-type: none"> <li>* Camera-video skills to record.</li> <li>* Talk boards</li> </ul>	



## Gross Motor Skills

To move freely and with pleasure and confidence in a range of ways.

To run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.

To stand momentarily on one foot when shown.

Catch a large ball, balance a bean bag on head and walk, kick a large ball.

Travel with confidence and skill around, under, over, and through balancing and climbing equipment.

Show increasing control over a small object in pushing, patting, throwing, catching or kicking it.

Draws lines and circles using gross motor movements.

Begin to pedal a trike.

Playing and Exploring	Active Learning	Creative and Critical Thinking
<ul style="list-style-type: none"> <li>* Outdoor play equipment box.</li> <li>* Climbing and balancing outdoor equipment.</li> <li>* Balance bikes.</li> <li>* Scooters</li> <li>* Trikes</li> </ul>	<ul style="list-style-type: none"> <li>* One goal</li> <li>* Community in the city</li> <li>* Gross motor sessions, large scale mark making.</li> <li>* Ribbon writing</li> <li>* Animal topic moving like animals dance sessions.</li> <li>* Beat Baby</li> </ul>	<ul style="list-style-type: none"> <li>* Outdoor area , chasing games, and move in variety of ways.</li> <li>* Challenge based games.</li> </ul>
	<ul style="list-style-type: none"> <li>* Timers and stop watches</li> </ul>	

# Reception

## Gross Motor Skills

Learn to move in a variety of ways, in different directions, at different speeds, and heights safely.

Learn how to safely use a range of large and small apparatus indoors and outside, alone and in a group.

Develop all over body strength, coordination and balance whilst climbing and using balance equipment.

Develop confidence, competence and precision in a range of ball skills including kicking, passing, throwing, catching, batting and aiming.

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creative and Critical Thinking</b>
<ul style="list-style-type: none"><li>* Large outdoor boards for large scale pencil/brush work.</li><li>* Outdoor equipment (climbing and balancing) and boxes (balls, bats, hoops etc)</li><li>* Throwing nets.</li><li>* Balance bike.</li><li>* Trikes</li><li>* Scooter</li><li>* Chariot</li><li>* Taxi</li></ul>	<ul style="list-style-type: none"><li>* One goal</li><li>* City in the community</li></ul>	<ul style="list-style-type: none"><li>* Challenges to promote critical thinking and creativity such as the climbing frame challenge (move round the climbing frame without touching the floor)</li><li>* Timer based challenges.</li><li>* Opportunities to make links and evaluate.</li></ul>
	<ul style="list-style-type: none"><li>* Stop watches and timers</li></ul>	

## Fine Motor Skills

To use finger gym activities.

To use one-handed tools and equipment eg making snips in paper with child's scissors.

To hold a pencil using tripod grip.

Begin to use anticlockwise movement and retrace vertical lines.

Use simple tools to effect changes to materials.

Make flowing and fluent movements with a range of writing materials.

Form some letters correctly.

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creative and Critical Thinking</b>
<ul style="list-style-type: none"> <li>* Finger gym</li> <li>* Threading</li> <li>* Dough area</li> <li>* Writing area</li> <li>* Cutting table</li> <li>* Construction area</li> <li>* Outdoor fine motor area</li> </ul>	<ul style="list-style-type: none"> <li>* Fine motor skills groups, table, area.</li> <li>* Letter formation activities.</li> <li>* Cutting skills groups</li> <li>* Pencil control activities.</li> </ul>	<ul style="list-style-type: none"> <li>* Creative area, children select resources and design and make.</li> <li>* Writing area , children select resources and design and make.</li> </ul>
	<ul style="list-style-type: none"> <li>* Light boards</li> </ul>	

# Reception

---

## Fine Motor Skills

Use a range of tools competently, safely and confidently  
(spoons, knives, forks, pencils, scissors, paintbrushes)

Hold a pencil effectively in a tripod grip.

To learn correct letter formation.

To begin to show care and accuracy when drawing.

To reduce the size of writing.

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creative and Critical Thinking</b>
<ul style="list-style-type: none"><li>* Writing area</li><li>* Dough area</li><li>* Cutting table</li><li>* Outside area, equipment.</li><li>* Whiteboards, chalkboards.</li></ul>	<ul style="list-style-type: none"><li>* Fine motor skills groups.</li><li>* Model how to hold pencil.</li><li>* Pencil control sessions.</li><li>* Letter formation modelling.</li><li>* Model cutting skills.</li><li>* Model safety, carrying scissors and pencil rules.</li></ul>	<ul style="list-style-type: none"><li>* Creative area</li><li>* Writing area</li><li>* Pencil control area</li></ul>
	<ul style="list-style-type: none"><li>* Letter school</li></ul>	

# Nursery

## Self - regulation

Opportunities to work with people from other areas, of school, staff and workshops, community etc to become more confident with new people and social situations.

To manage own basic hygiene.

To learn strategies to manage negative emotions.

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creative and Critical Thinking</b>
<ul style="list-style-type: none"><li>* Discovery table</li><li>* Big talk feelings.</li><li>* Outdoor shared time with reception children and adults.</li></ul>	<ul style="list-style-type: none"><li>* One goal coach</li><li>* City in the community coach.</li><li>* Tell me a story time, with different staff and pupils from school reading to nursery.</li><li>* All about me my bodies theme.</li><li>* Rights respecting activities, assemblies, themed activities, ethos.</li><li>* Social stories.</li><li>* Worry monster</li></ul>	<ul style="list-style-type: none"><li>* Children's choice activities.</li></ul>
	<ul style="list-style-type: none"><li>* Breathe, think, do .</li></ul>	

# Reception

## Self - regulation

Learn to focus attention .

Learn to use talk as a response to feelings and emotions.

To think about the perspective of others.

Learn to follow instructions involving several ideas or actions.

Learn what to do when you have feelings you don't like.

Learn about how as Christians Jesus wants us to behave, respect , listen to and forgive each other.

Understand their own feelings and those of others and regulate their behaviour accordingly.

Set and work towards simple goals.

Playing and Exploring	Active Learning	Creative and Critical Thinking
<ul style="list-style-type: none"> <li>* Big talk bags ( emotions ) activities/toys for groups, independent play.</li> <li>* Worry monster.</li> <li>* Interactive feelings board.</li> <li>* Emotions books in feelings area.</li> </ul>	<ul style="list-style-type: none"> <li>* All about me topic</li> <li>* Feeling circle time</li> <li>* Infant assemblies</li> <li>* Big talk sessions (emotions)</li> <li>* Social stories</li> <li>* Communication cookbook sessions</li> </ul>	<ul style="list-style-type: none"> <li>* Apply self regulating skills at the buddy bench.</li> <li>* Recognising emotions game on expresso.</li> <li>* Create own goals to works towards.</li> </ul>
	<ul style="list-style-type: none"> <li>* Discovery espresso</li> </ul>	

# Managing Self

Recognise when hungry or tired or when they want to rest or play.

Learn how to tell an adult.

To select and use activities and resources , with help when needed to achieve a goal they have chosen.

To talk about their feelings using words like , happy, sad, angry or worried.

To begin to understand how others might feel.

To engage with and understand a rights respecting ethos of the

<h2>Playing and Exploring</h2>	<h2>Active Learning</h2>	<h2>Creative and Critical Thinking</h2>
<ul style="list-style-type: none"> <li>* Outdoor shared reception time.</li> <li>* Access to choose resources in the outdoor and indoor environment.</li> <li>* Big talk bags (emotions) activities/toys for groups, independent play.</li> <li>* Buddy Bench</li> </ul>	<ul style="list-style-type: none"> <li>* One goal sessions.</li> <li>* Feelings and emotions circle time focus.</li> <li>* Visitors ,dentist , school nurse workshops etc.</li> <li>* Washing hands song.</li> <li>* Rights respecting assemblies.</li> <li>* How you filled a bucket today class themed targets.</li> <li>* Feelings themed circle time.</li> </ul>	<ul style="list-style-type: none"> <li>* Interactive our bodies displays</li> <li>* Interactive feelings board with opportunities to visually and orally say how they are feeling and how others are feeling and why. [feelings board, feeling stick, 'Ask me how I'm feeling today']</li> <li>* Using the Buddy bench correctly.</li> </ul>
	<ul style="list-style-type: none"> <li>* Purple Mash - paint projects -feelings</li> </ul>	

# Reception

## Managing Self

Learn how to manage own basic hygiene.

Learn how to keep yourself safe.

Learn how to be healthy and happy by making healthy choices for mind and body.

Learn how to be resilient and persevere in the face of challenge.

To understand the rights respecting ethos of the school.

Playing and Exploring	Active Learning	Creative and Critical Thinking
<p>Snack time Feelings area Worry monster Healthy foods sort Healthy food mats and cutters in the dough area.</p>	<ul style="list-style-type: none"> <li>* Food topic , healthy foods naming, sorting, trying.</li> <li>* Mindfulness yoga</li> <li>* Washing hands song.</li> <li>* Persevere songs such as .. I won't give up. Get back up again. Don't give up.</li> <li>* Resilient stories such as... Amazing Grace Brave Irene Bib it jumps</li> <li>* Rights respecting assemblies.</li> <li>* Worry monster sessions</li> </ul>	<ul style="list-style-type: none"> <li>* Challenges set in different areas. ( timers, job based challenges, )</li> <li>* Using skills from teacher led activities independently.</li> <li>* Using the buddy bench</li> <li>* Using the feeling board. Using the worry monster.</li> </ul>
	<ul style="list-style-type: none"> <li>* Discovery espresso</li> </ul>	



## Building Relationships

To understand how to initiate play, learn cues, how to ask someone to play.

To learn about what a friend is .

To become confident listening and responding in play- How to listen and answer.

To learn to play in a group, adding ideas to play.

To learn how to resolve conflict without adult support.

To understand their needs and how others might have different needs and how to be sensitive to this.

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creative and Critical Thinking</b>
<ul style="list-style-type: none"> <li>* Buddy bench.</li> <li>* Shining stars board Home/school.</li> <li>* Big talk Bag ( family and friends) activities/toys for groups, independent play.</li> </ul>	<ul style="list-style-type: none"> <li>* Big talk friends sessions.</li> <li>* Friends stories on kindle.</li> <li>* Make and give friendship bracelets. Talk about who , why, what they like about their friend.</li> <li>* How to use the buddy bench.</li> <li>* Social stories</li> <li>* People and communities topic work.</li> </ul>	<ul style="list-style-type: none"> <li>* Listening and responding problem solving challenge games initiated by teacher.</li> <li>* Using the buddy bench</li> <li>* Applying learnt social skills and cues.</li> </ul>
	<ul style="list-style-type: none"> <li>* Walkie-talkie</li> </ul>	

# Reception

## Building Relationships

Have opportunities to take turns, work and play co-operatively with others.

Build constructive and respectful relationships with others through a rights respecting ethos.

To consider others needs, in school, the community, the world.

Talk about rules and consequences when thinking about people who help us and in stories.

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creative and Critical Thinking</b>
<ul style="list-style-type: none"><li>* Buddy bench</li><li>* Taking turns during outdoor play.</li><li>* Sharing equipment and space.</li></ul>	<ul style="list-style-type: none"><li>* Rights respecting assemblies.</li><li>* Charity Days</li><li>* One Goal ( turn taking and working with others teacher led)</li><li>* Community in the City. ( turn taking and playing cooperatively teacher led)</li></ul>	<ul style="list-style-type: none"><li>* Organise a game.</li><li>* Negotiate</li><li>* Suggest ways of helping others.</li></ul>
	<ul style="list-style-type: none"><li>* Discovery espresso</li></ul>	

## Creating with materials

Explore different materials freely in order to develop ideas on how to use them and what to make.

Opportunities to explore colour and mixing colour.

Opportunities to explore construction material , stacking, joining, balancing.

Develop their own ideas and then decide which materials/media to use to express them.

Use small world , role play and props to retell and create simple narratives.

Playing and Exploring	Active Learning	Creative and Critical Thinking
<ul style="list-style-type: none"> <li>* Creating area, and free choice resources.</li> <li>* Construction area with variety of materials both inside and outside.</li> <li>* Small world tables both inside and outside.</li> <li>* Dressing up area .</li> </ul>	<ul style="list-style-type: none"> <li>* Modelling of skills for painting, colour mixing, collage, drawing, junk modelling and printing.</li> <li>* Exploring media, materials, fixtures, colour mixing, tools and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>* Designing and creating using skills taught or discovered independently.</li> <li>* Evaluating own or others work.</li> <li>* Improving on work / design.</li> <li>* Toys topic - design and make own toy.</li> <li>* Colour and light - mixing colours independently.</li> </ul>
	<ul style="list-style-type: none"> <li>* Doodle buddy</li> </ul>	

# Reception

## Creating with Materials

Explore, use and refine a variety of tools, techniques and artistic effects to express their ideas and feeling.

Create with a form and function in mind.

Share their creations, explaining the process they have used.

Return to and build on previous learning, refining ideas and developing their ability to represent them.

Use props and materials to imagine, characters, worlds and wonder during role play and small world activities.

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creative and Critical Thinking</b>
<ul style="list-style-type: none"><li>* Creative area</li><li>* Dough area</li><li>* Construction area inside and outside.</li><li>* Small world area inside and outside.</li></ul>	<ul style="list-style-type: none"><li>* Techniques and skills modelled to children, print, joining techniques, 3d modelling, drawing, textures.</li><li>* Explain action and evaluation language structures modelled and displayed for children.</li></ul>	<ul style="list-style-type: none"><li>* Creative area challenge cards</li><li>* Design sheets, idea photos in areas.</li><li>* Encouraging evaluation of own and others work, resources, and function when creating.</li></ul>
	<ul style="list-style-type: none"><li>* Doodle buddy</li></ul>	

## Being Imaginative and Expressive

Sing and learn songs about different themes and from different cultures and countries.

Explore small world role play based on familiar themes, topics, stories and interests.

Capture thoughts, feelings and experiences with a range of media.

Engage in role play based on familiar settings and own experiences such as home, hairdressers, shop etc.

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creative and Critical Thinking</b>
<ul style="list-style-type: none"> <li>*Outdoor music area and instruments. (Nursery rhyme cues)</li> <li>* Africa topic box, Africa music, box.</li> <li>Dressing up area.</li> <li>Small world</li> <li>Role play area</li> <li>*Chinese new year box.</li> </ul>	<ul style="list-style-type: none"> <li>* Story big talk bags activities for group or independent story telling.</li> <li>* Talking story board.</li> <li>* Singing time.</li> <li>* Singing in assemblies (nativity, church services, whole school song a half term)</li> <li>* Festivals -Harvest, Diwali, Christmas, Chinese New Year, Easter, Eid.</li> </ul>	<ul style="list-style-type: none"> <li>* Opportunities to create own song.</li> <li>* Opportunities to create own rhythm.</li> <li>* Opportunities to create own dance.</li> <li>* Opportunities to express yourself .</li> </ul>
	<ul style="list-style-type: none"> <li>* Discovery Espresso</li> </ul>	

# Reception

## Being Imaginative and Expressive

Listen attentively, move to and talk about music, expressing feelings and emotions.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Sing a range of well known songs and nursery rhymes including those with makaton.

Learn to develop storylines in pretend play, invent, adapt and recount narratives with teacher and peers.

Explore and engage in music making and dance, performing solo or in a group.

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creative and Critical Thinking</b>
<ul style="list-style-type: none"><li>* Outdoor music area</li><li>* Outdoor stage</li><li>* Big talk bags ( book and topic related small world)</li></ul>	<ul style="list-style-type: none"><li>* Music sessions (chranga)</li><li>* Singing assemblies</li><li>* Singing sessions related to topic work</li><li>* One goal dance sessions</li></ul>	<ul style="list-style-type: none"><li>* Creating music</li><li>* Creating own songs, changing words of songs</li><li>* Role playing, creating own stories, puppets or props.</li><li>* Performing a dance, song, music.</li></ul>
	<ul style="list-style-type: none"><li>* Chatterpix</li></ul>	

## Past and Present

Know some similarities and differences between things in the past and now in relation to life style during toy topic.

Talk about the lives of different characters and their role in society during stories.

Talk about the lives of people around them.

Understand how they themselves have changed over time .

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creative and Critical Thinking</b>
<ul style="list-style-type: none"> <li>* Old and new toys box.</li> <li>* Family tree interactive display.</li> <li>* Big talk bags ( families and friends) activities/toys for groups, independent play.</li> </ul>	<ul style="list-style-type: none"> <li>* All about me topic</li> <li>* Growing topic - how I change over time.</li> <li>* Toys old and new similarities and differences.</li> <li>* Circle time</li> <li>* Big talk Families and friends</li> </ul>	<ul style="list-style-type: none"> <li>* Making links between past and present.</li> </ul>
	<ul style="list-style-type: none"> <li>* Remote controlled toys</li> <li>* Toys with batteries</li> </ul>	

# Reception

## Past and Present

**Comment on images of familiar situations in the past.**

**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 in stories and non- fiction texts.**

**Learn about how things change over time, growing and changing, people, plants, animals.**

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creative and Critical Thinking</b>
<ul style="list-style-type: none"><li>* Train sets old and new.</li><li>* Cars old and new.</li><li>* People who help us small world</li><li>* People who help us dress up role play.</li></ul>	<ul style="list-style-type: none"><li>* PWHU topic, jobs and roles in society.</li><li>* TRANSPORT topic old and new.</li><li>* Books and stories</li><li>* GROWING Topic , plants, people, animals.</li><li>* Seasons big talk sessions.</li><li>* Sessions on artists, Arkimboldo, Monet.</li></ul>	<ul style="list-style-type: none"><li>* Watch and observe looking for changes and making links.</li></ul>
	<ul style="list-style-type: none"><li>* Discovery espresso</li></ul>	



# Nursery

## People, culture and communities

Opportunities to talk about their family, who, what, where.

Remember/ recall special times and events.

Understand what makes me unique.

Recognise, engage and celebrate own culture and/or community and share experiences with school.

Learn about different ways of life through festival work.

Engage and experience other cultures, countries and lifestyles through stories and events.

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creative and Critical Thinking</b>
<ul style="list-style-type: none"> <li>* Me and my family board.</li> <li>* Celebration boards (Christmas, Easter etc)</li> <li>* Shining stars board</li> <li>* All about me display with mirrors and pictures of different people</li> <li>* Chinese New Year</li> <li>* Diwali</li> <li>* Festival artefacts, pictures, videos, music, writing formats.</li> </ul>	<ul style="list-style-type: none"> <li>* Who lives in my house.</li> <li>* Thank you letters to Santa</li> <li>* Self portraits using mirrors and identifying features.</li> <li>* Learning about what happens at different festivals.</li> <li>* Taking home class teddy</li> </ul>	<ul style="list-style-type: none"> <li>* Asking links or seeing differences between their community or culture and commenting.</li> </ul>
	<ul style="list-style-type: none"> <li>* Discovery Espresso</li> </ul>	

# Reception

## People, Culture and Communities

Opportunities to talk about their immediate family and community.

Understand that some places are special to members of their community.

Recognise that people have different beliefs that are celebrated in different ways.

Recognise some environments that are different to the ones that they live in.

Describe their immediate environment.

Explain some similarities and differences between life in this country and life in other countries.

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creative and Critical Thinking</b>
<ul style="list-style-type: none"><li>* India topic box.</li><li>* China topic box.</li><li>* Diwali Festival box</li><li>* Chinese New Year festival box</li><li>* Christmas, harvest and Easter Festival box.</li></ul>	<ul style="list-style-type: none"><li>* Festivals and celebrations sessions, videos and stories.</li><li>* Stories and books.</li><li>* ALL ABOUT ME topic</li><li>* Home celebrations wall.</li><li>* R.E sessions</li><li>* Class worship</li><li>* Rights respecting assemblies</li><li>* FOOD topic ( where food comes from)</li></ul>	<ul style="list-style-type: none"><li>* Make links between places, people, cultures or communities.</li></ul>
	<ul style="list-style-type: none"><li>* Discovery espresso</li><li>* Purple Mash -Simple City</li></ul>	

## The Natural World

Use all their senses in hands on exploration of natural materials, sort and explore similarities and differences.

Learn, observe and talk about animals.

Plant seeds and care for growing plants.

Learn new vocabulary about plants, animals and the natural world and begin to use it when observing.

Understand that there are different countries in the world, through photos, videos and topics.

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creative and Critical Thinking</b>
<ul style="list-style-type: none"> <li>* Potting shed</li> <li>* Nature box</li> <li>* Wild garden</li> </ul>	<ul style="list-style-type: none"> <li>* Animal topic</li> <li>* Growing topic</li> <li>* Africa topic</li> <li>* Big talk topic sessions for vocabulary building.</li> </ul>	<ul style="list-style-type: none"> <li>* Opportunities to talk about personal experiences of the natural world.</li> <li>* Observing the natural world through experience, video and story and talking using own knowledge.</li> <li>* Making links when observing and exploring.</li> </ul>
	<ul style="list-style-type: none"> <li>* Taking photos, camera on ipad.</li> </ul>	

# Reception

## The Natural World

Opportunities to explore the natural world around them.  
Understand the effect of changing seasons on the natural world.

Understand where food comes from.

Describe what they see, hear and feel whilst outside.

Make observations and draw pictures of animals and plants.

Know some similarities and differences between the countryside and the city.

Explore and understand some changing states of matter.

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creative and Critical Thinking</b>
<ul style="list-style-type: none"><li>* Autumn topic box</li><li>* Winter topic box</li><li>* Spring topic box</li><li>* Summer topic box</li><li>* Potting shed</li><li>* Wild area</li></ul>	<ul style="list-style-type: none"><li>* Big talk sessions to develop vocabulary.</li><li>* Gardening</li><li>* Chicks hatching</li><li>* Winter freezing and melting experiments</li><li>* GROWING topic</li><li>* Stories and books</li><li>* Espresso videos</li><li>* Farm visit</li><li>* MINIBEASTS topic</li></ul>	<ul style="list-style-type: none"><li>* Making links when observing</li><li>* Comparing things observed.</li><li>* Finding similar keys and differences</li><li>* Noticing changes independently</li><li>* Creating their own mini garden</li></ul>
	<ul style="list-style-type: none"><li>* Camera skills , video for recording.</li></ul>	

## Literacy - Comprehension

Hold books and turns pages the correct way.  
Understands print carries meaning and the English language is read from left to right and top to bottom.  
Distinguish and ascribe between different marks drawn, written or painted.

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creative and Critical Thinking</b>
<ul style="list-style-type: none"><li>* Copies of class stories (repetitive patterns) in the book area</li><li>* Puppets/small world to retell stories</li><li>* Book corner.</li></ul>	<ul style="list-style-type: none"><li>* Sharing books with repetitive patterns (Dear Zoo, bear hunt, little rabbit foo foo, brown bear).</li><li>* Sequencing the story using pictures.</li><li>* Home reading books</li></ul>	<ul style="list-style-type: none"><li>* Big talk board (who, what, where and when cue cards)</li></ul>
	<ul style="list-style-type: none"><li>* Bug Club</li><li>* Online stories</li></ul>	

# Reception

## Literacy - Comprehension

**Listen to text with increasing attention and demonstrate understanding in discussions.**

**Opportunities to choose books of interest and comment on aspects they enjoy.**

**Retells stories and narratives using their own words and recently introduced vocabulary.**

**Anticipate key events in stories.**

**To understand texts provide information and answer questions linked to their own experiences.**

**Understand simple structural features of a text( front and back cover, left to right, illustrations.)**

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creative and Critical Thinking</b>
<ul style="list-style-type: none"><li>* Book corner inside and outside.</li><li>* Story telling sequencing games and cards.</li><li>* Big talk bags for small world story retell.</li><li>* Topic books</li><li>* PHSE books in feelings area.</li></ul>	<ul style="list-style-type: none"><li>* Whole class story sessions, with questions and discussions.</li><li>* Group reading modelling skills needed.</li><li>* Big talk for reading sessions on picture cues and predicting.</li><li>* Espresso story quiz</li><li>* Communication cookbook storytelling sessions.</li></ul>	<ul style="list-style-type: none"><li>* Applying skills during individual reading.</li><li>* Making links</li><li>* Asking and answering questions</li></ul>
	<ul style="list-style-type: none"><li>* Bug club</li></ul>	

## Literacy - Word Reading

**Phase 1 phonics activities.**

**Recognises familiar words, their name and signs.**

**Spot and suggest rhymes.**

**Recognise alliteration.**

**Hears and says the initial sound in words.**

**Recall the sound of phase 2 letters s a t p i n.**

**Be able to segment and blend in order to use vc words.**

**Orally segment and blend cvc words.**

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creative and Critical Thinking</b>
<ul style="list-style-type: none"> <li>* Rhyming filled bean bags</li> <li>* Initial sound tubs</li> <li>* Matching initial sound to objects (letter of the week board and tray).</li> <li>* Sounds jigsaws</li> <li>* Sound pebbles in sand.</li> <li>* Sound blocks in construction.</li> <li>* Sound hunts outside .</li> </ul>	<ul style="list-style-type: none"> <li>* Phase one phonic teaching sessions</li> <li>* Phase two phonic teaching sessions.</li> <li>* Rhyming soup.</li> <li>* Bug club phonics reading sessions.</li> <li>* Physical phonics sessions.</li> </ul>	<ul style="list-style-type: none"> <li>* Reading signs, symbols and books.</li> <li>* Matching letters and objects.</li> <li>* Completing phase 2 phonics games</li> </ul>
	<ul style="list-style-type: none"> <li>* Bug Club</li> </ul>	

# Reception

## Literacy - Word Reading

Learn phase 2 phonemes in sets.

Blend sounds in simple vc then cvc words ( in phase 2 set groups)

Blend real and fake words in phase 2 sets.

Blend to read phase 2 sentences in books.(bug club)

Learn to recognise phase 2 keywords with actions.

Learn to recognise red set keywords with actions.

Read sentences which include decodable and tricky words in books (red set)

Learn phase 3 phonemes.

Blend to read phase 3 decodable words and sentences.

Learn to recognise phase 3 keywords with actions

Learn to recognise yellow set keywords.

Learn colour level strategies/cues to reading.

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creative and Critical Thinking</b>
<ul style="list-style-type: none"> <li>* Phonics area inside and outside</li> <li>* Phonics outdoor and indoor themed games</li> <li>* Interactive phonics activities</li> <li>* Keyword based games inside and outside</li> <li>* Phonics in other areas, sand, construction.</li> </ul>	<ul style="list-style-type: none"> <li>* Phonics sessions</li> <li>* Keyword action time</li> <li>* Group reading</li> <li>* Phonics area tasks</li> <li>* Spelling shed</li> <li>* Phonics shed</li> </ul>	<ul style="list-style-type: none"> <li>* Applying phonetic knowledge in the reading and writing areas.</li> <li>* Solving phonics based problems, hunts, puzzles.</li> <li>* Demonstrating phonetic knowledge in games and activities.</li> </ul>
	<ul style="list-style-type: none"> <li>* Bug club</li> <li>* Purple Mash</li> <li>* Phonics Shed</li> <li>* Spelling Shed</li> <li>* Discovery Espresso</li> </ul>	



## Writing

Ascribe meaning to their mark making.

Match graphemes to phonemes for the initial sound in words. For phase 2 set 1-2

Write some letters accurately.

Write their name.

Match graphemes to phonemes to segment cvc words set 1-2.

Use some of their print and letter knowledge in their writing.

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creative and Critical Thinking</b>
<ul style="list-style-type: none"> <li>* Writing table with a range of media to write with and on.</li> <li>* Chalk board</li> <li>* Paint easel</li> <li>* Little books based on class stories</li> </ul>	<ul style="list-style-type: none"> <li>* Pencil control practise (overwrite patterns of the different letter families)</li> <li>* Letter formation practise-overwrite, whiteboards, jolly phonics)</li> <li>* Modelling different types of writing (letter to Santa, invitations, labels for toys, shopping lists, instructions, diary</li> </ul>	<ul style="list-style-type: none"> <li>* Providing writing materials around the room in different areas</li> <li>* Different writing formats provided for children to use independently.</li> <li>* A fascination display\shelf to encourage free writing.</li> </ul>
	<ul style="list-style-type: none"> <li>* Letter school</li> <li>* Purple mash</li> </ul>	

# Reception

## Literacy - Writing

Begin to segment sounds in simple words ( phase 2)

Recognise and write all phase 2 graphemes with good formation.

Segment simple cvc words (phase2)

Write phase 2 sentences with phase 2 tricky words in.

Attempt to write short sentences in meaningful contexts.

Use phonic knowledge to write words in ways which match their spoken sound.

Recognise and write all phase 3 graphemes.

Spell red set key words.

Have opportunities to write for a variety of reasons, purposes and in different places with different tools.

Have opportunities to look at other children's writing and talk about it.

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creative and Critical Thinking</b>
<ul style="list-style-type: none"> <li>* Writing opportunities in areas around the classroom.</li> <li>* Writing areas both outside and inside the classroom.</li> <li>* Variety of tools for writing, pencil, pens, colours, magnetic letters, paint pens, chalk etc</li> <li>* Writing stimulus display shelf.</li> <li>* Writing support cards and displays</li> </ul>	<ul style="list-style-type: none"> <li>* Guided writing sessions</li> <li>* Phonics sessions</li> <li>* Writing topic sessions</li> <li>* Modelling misconceptions</li> </ul>	<ul style="list-style-type: none"> <li>* Peer assessment opportunities</li> <li>* Applying phonetic and keyword knowledge when writing independently both inside and outside the classroom</li> </ul>
	<ul style="list-style-type: none"> <li>* Purple mash- mini mash -writing</li> </ul>	

# Nursery

## Number

Recognise up to 3 objects without counting them. (subitising)

Recite numbers 0-10, 10-0.

Say one number for each item in order 1 2 3 4 5.

Show finger numbers up to 5.

Know the cardinal principle, that the last number reached when counting a set of objects tells you how many there are in total.

Recognise numerals to 5.

Link numerals and amounts.

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creative and Critical Thinking</b>
<ul style="list-style-type: none"><li>* Number area with choice of resources outside and inside.</li><li>* Number jigsaws and games</li><li>* Numbers in other areas of the environment.</li><li>* Number language in other areas of the environment.</li></ul>	<ul style="list-style-type: none"><li>* Number teacher led sessions to teach skills.</li><li>* Visual cues for number recognition.</li></ul>	<ul style="list-style-type: none"><li>* Opportunities to apply number skills independently.</li><li>* Make links in real life situations, stories, songs.</li><li>* Reasoning.</li></ul>
	<ul style="list-style-type: none"><li>* Numberblocks App</li><li>* Purple Mash</li></ul>	

# Reception

## Number

Link the number symbol numeral with its cardinal number value.

Explore the composition of numbers to 10.

Subitise up to 5.

Automatically recall number bonds to 5 including subtraction facts without rhymes or aids.

Learn some number bonds to 10 including doubling facts.

Write numerals to 10.

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creative and Critical Thinking</b>
<ul style="list-style-type: none"><li>* Numicon</li><li>* Number areas both inside and outside.</li><li>* Magnetic numbers, boards, counters, games.</li><li>* Numbers in other areas both inside and outside.</li><li>* Number writing formation cards in writing area and number area.</li></ul>	<ul style="list-style-type: none"><li>* Number sessions with teacher to learn skills.</li><li>* Number songs</li><li>* Counting games</li><li>* Learn to subitise on hand and dice.</li></ul>	<ul style="list-style-type: none"><li>* Reasoning activities</li></ul>
	<ul style="list-style-type: none"><li>* Doodle maths</li></ul>	

## Numerical Patterns

Solve real world maths problems with numbers up to 5.  
Compare quantities using language more than, fewer than.

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creative and Critical Thinking</b>
<ul style="list-style-type: none"><li>* Role play areas, (shop, home corner) with sound button problems.</li><li>* Dough</li><li>* Snack time</li><li>* Construction</li><li>* Number area</li></ul>	<ul style="list-style-type: none"><li>* Oral word problems in different areas inside and outside the classroom.</li><li>* Teacher led sessions to model more than fewer than language.</li></ul>	<ul style="list-style-type: none"><li>* Reasoning</li></ul>
	<ul style="list-style-type: none"><li>* Purple Mash - Maths City</li></ul>	

# Reception

## Numerical Patterns

Count beyond 20 verbally.

Recognise the pattern of the counting system.

Compare quantities up to 10 in different contexts. Understand the one more one less than relationship between numbers.

Explore and represent patterns within numbers up to 10.

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creative and Critical Thinking</b>
<ul style="list-style-type: none"><li>* Counting opportunities in other areas</li><li>* Number areas both inside and outside.</li><li>* Numicon</li><li>* Counters topic based</li></ul>	<ul style="list-style-type: none"><li>* Counting sessions</li><li>* Number sessions</li></ul>	<ul style="list-style-type: none"><li>* Reasoning</li></ul>
	<ul style="list-style-type: none"><li>* Doodle Maths</li></ul>	

## Shape, space and measure

**Understand position through words alone.**

**Explore, play with, talk about 2d shapes using mathematical language.**

**Make comparisons between objects relating to size, length, capacity.**

**Select shapes appropriately when building or making pictures.**

**Combine shapes to make new ones.**

**Talk about and identify patterns around us.**

**Extend then create own pattern .**

**Describe a sequence of events using words such as first, then.**

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creative and Critical Thinking</b>
<ul style="list-style-type: none"><li>* Shape mats and shapes</li><li>* Clix</li><li>* Construction area</li><li>* Shape table</li><li>* Shape paddles for shape hunt</li><li>* Pattern cards.</li></ul>	<ul style="list-style-type: none"><li>* Modelling of mathematical vocabulary.</li></ul>	<ul style="list-style-type: none"><li>* Reasoning</li><li>* Building models, making pictures using shapes and talking about them.</li><li>* Using position language during games.</li></ul>
	<ul style="list-style-type: none"><li>* Purple Mash - Maths City</li></ul>	

# Reception

## Shape, Space and Measure

Select, rotate and manipulate shapes.  
Recognise that a shape can have other shapes within it,  
just as numbers can.  
Continue, copy and create repeating patterns.  
Compare length, weight and capacity.

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creative and Critical Thinking</b>
<ul style="list-style-type: none"><li>* Magnetic shapes, clix, magnetic play blocks inside and outside.</li><li>* Pattern cards</li><li>* Shapes in the construction area</li><li>* Shape cutters in the dough area</li><li>* Timers outside</li><li>* Water and sand area outside with capacity toys.</li><li>* Weighing in the potting shed.</li></ul>	<ul style="list-style-type: none"><li>* SSM guided sessions</li><li>* Continuing pattern cards.</li><li>* Shape investigation challenge cards</li><li>* Big talk bags (SSM vocabulary) group activities</li></ul>	<ul style="list-style-type: none"><li>* Applying knowledge when making rangoli patterns at Diwali.</li><li>* Reasoning activities</li></ul>
	<ul style="list-style-type: none"><li>* Doodle maths</li></ul>	