

# Mayflower Primary School

## Curriculum Intent Statement – 2022-2023

### **Abstract**

'Curriculum Intent' is the content that teachers, leaders, and managers expect children to learn. Amanda Spielman, (HMCI) defined 'Curriculum Intent' as what school leaders expect pupils to know by certain points in their life. It will also cover the sequence in which children will encounter the curriculum during their time in school.

### **Key Features**

The curriculum in the Early Years base at Mayflower Primary School has been evolved to provide our children with rich opportunities to explore and develop skills and provide wider experiences from their different starting points.

With this in mind, our curriculum intends our children to achieve the following:

- To be happy and have high levels of wellbeing
- To be engaged and confident when exploring their environment
- To develop their independence throughout their time in the base
- To be resilient and learn from a struggle, to help them achieve their goal
- To develop their communication skills individually and collaboratively, whether they have EAL, language delay or use signs to communicate
- To be curious individuals and use their senses to make sense of the world or objects of curiosity to them
- To develop their confidence through rich opportunities presented to them or they initiate
- To develop empathy
- To be willing to take a risk within our safe and stimulating learning environment
- To be creative in thinking and problem solving
- To develop their independence in negotiating and problem solving and understand right from wrong
- To develop vocabulary through rich opportunities within the provision

## Our Early Years Philosophy at Mayflower Primary School

At Mayflower, we believe that creating an inclusive and enabling environment is essential for the children who join us in the Early Years, reflecting everything they bring to our wider learning community. Joy and wonder are integral to all of the learning opportunities we create, giving our children every opportunity to reach their full potential, develop deeper interests, and strengthen their character.

A number of years ago, we became very interested in the connection between effective early learning and the natural world. This prompted us to develop our outdoor learning areas, and consider how different aspects of nature could facilitate and enhance our children's learning. This also led to a change in the resources that we used, trying to focus on real objects that do not have a defined purpose. Such resources inspire our children to go further in their creative play, and help us to be more environmentally aware. Interestingly, some years later, an opportunity arose for us to build on this philosophy, through the Curiosity Approach. This linked seamlessly with the provision we had developed, and led to us gaining accreditation. At Mayflower, we wish to see our children thinking for themselves, making their own choices, and directing their learning.



We now use a range of authentic everyday items and recycled materials, which have multiple purposes. They allow our children to use their imagination and choose how to use the resources they been motivated to select. We feel such an approach will give our children freedom by igniting their natural curiosity and imagination. We aim to create thinkers and doers and this is evident as we observe characteristics of effective learning in our children throughout the year.

Nature and exploring natural materials are the cornerstones of our approach and we encourage the children to be outside in all weathers. This helps them to connect with the different seasons and the world around us. It is also somewhere where they can recognise the beauty and wonder of nature. Our school is a space where children can engage, practise and rehearse with big movements as well as developing resilience over time.

We recognise Schemas as a style of learning for individual children and strive to ensure they encounter different Schema within the enabling environment we have created. Practitioners give children time to understand the Schema that interest them.

Throughout our base and in all areas of provision, we strive to develop independence and for the children to progress with their resilience as they explore or encounter new challenges. Staff support them to develop their communication skills and act as good role models for hearing English and developing children's vocabulary through play and exploration. Staff are constantly engaged and developing sustained shared thinking as children explore objects they are interested in.

At Mayflower, we have a deep pride in the provision we offer to our youngest learners, and fully understand that excellence in the Early Years creates effective, life-long learners who embrace all of the wonderful opportunities our world can offer.

EYFS Knowledge and Skills

		Nursery	Reception
		<p><b>With our Communication and Language, we take the lead on where the children are developmentally and support children with their next steps using strategies, such as talk fingers to speak in complete sentences, introduce new vocabulary, talk partners, one to one talk time, book talk and fun time, active listening (Magic 5).</b></p>	
Communication and language	Knowledge and Skills	<ul style="list-style-type: none"> <li>Listens to familiar stories with increasing attention and recall</li> <li>In provision, listens to others in one-to-one or small groups, when conversation interests them</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>Is able to follow directions (if not intently focused)</li> <li>Understands use of objects (e.g. Which one do we cut with?)</li> <li>In play situations, understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture</li> <li>Understand 2 step instructions</li> <li>Understand and answers how and why questions.</li> <li>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</li> <li>Able to use language in recalling past experiences</li> <li>Can retell a simple past event in correct order (e.g.went down slide, hurt finger)</li> <li>Uses talk to explain what is happening and anticipate what might happen next</li> <li>Questions why things happen and gives explanations. Asks e.g. who, what, when, how</li> <li>Beginning to use a range of tenses (e.g. play, playing, will play, played)</li> <li>Continues to make some errors in language (e.g. crunned) and will absorb and use language they hear around them in their community and culture</li> <li>Talks more extensively about things that are of particular importance to them</li> <li>Builds up vocabulary that reflects the breadth of their experiences (Including trips and family events)</li> <li>Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the importance of listening and how to do so carefully.</li> <li>Listens to familiar stories with increasing attention and recall</li> <li>Beginning to understand humour, e.g. nonsense rhymes, jokes</li> <li>Able to follow a story without pictures or props</li> <li>Listens and responds to ideas expressed by others in conversation or discussion</li> <li>Understands questions such as <i>who; why; when; where</i> and <i>how</i></li> <li>Uses talk to explain what is happening and anticipate what might happen next</li> <li>Questions why things happen and gives explanations. Asks e.g. who, what, when, how</li> <li>Beginning to use a range of tenses (e.g. play, playing, will play, played)</li> <li>Continues to make some errors in language (e.g. crunned) and will absorb and use language they hear around them in their community and culture</li> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>Uses language to imagine and recreate roles and experiences in play situations</li> <li>Links statements and sticks to a main theme or intention</li> <li>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>Introduces a storyline or narrative into their play</li> </ul>
	Vocabulary	Question, answer, listen	Question, answer, conversation, listen, retell, sentence
	How it is covered	<p>Magic 5 cards Choice of books shared in class</p> <p>Autumn:</p> <p>Librarian visit (Listening to others) A2 Christmas panto (Listening to others) Introducing Harry’s adventure (recalling – book in class – ongoing through the year) A2 opportunities for repeated phrases in gingerbread man and 3 pigs Introduction of sentence fingers</p>	<p>Magic 5 cards Choice of books shared in class</p> <p>Autumn:</p> <p>Librarian Christmas panto</p> <p>Spring:</p> <p>Singing sessions Local people who help us in the community Living Eggs</p>

		<p>Spring: Mr Wilkinson's premises officer (Listening to others) Walk to the post office.</p> <p>Summer: Talk partners and sentence starters Traffic patrol officer visit (Listening to others)</p>	<p>Summer: Visits to Brocks Hill</p>
Physical development	<b>Knowledge and Skills</b>	<p>Use alternate feet to climb up apparatus or stairs</p> <ul style="list-style-type: none"> <li>• Change direction on trike</li> <li>• Demonstrate control on a balance bike using alternate feet and be able to change direction (Walking)</li> <li>• Hold a position (balance) during games such as on one leg <ul style="list-style-type: none"> <li>• Walks down slopes whilst carrying a small object</li> </ul> </li> <li>• Travel by a range of different ways</li> <li>• Show control over the body to quickly stop and start movements such as walking, crawling and running</li> <li>• Move their body to music and follow instructions to move to the rhythm of the music (gallop, slither etc)</li> <li>• Make a choice about how to move across an object e.g. walk, hop, crawl across a plank or beam • Work with others to move objects safely such as wooden plank</li> </ul>	<p>Negotiating space and obstacles safely. (planning routes and creating obstacle courses)</p> <p>Become more confident and precise in the following movements and begin to combine them walking, Running, crawling, jumping, skipping, climbing, slithering, shuffling.</p> <ul style="list-style-type: none"> <li>• Throw and catch the same object • Throw balls, beanbags at targets • Roll and pass balls to a partner showing good aim and the ability to stop a ball •</li> <li>• Demonstrate control on a balance bike using alternate feet and be able to change direction (Gliding)</li> </ul> <p>Testing out ideas and adapting movements to suit confidence levels. (coel)</p>
	<b>Vocabulary</b>	walk, hop, crawl, travel, stop, start, balance, turn, direction, squat	Roll, balance, shuffle, throw, catch, stable, skip, circuit, team
	<b>How it is covered</b>	<p>Outdoor provision - lots of opportunities for carrying, lifting, managing space Many opportunities for moving bodies in different ways in provision e.g. squatting, kneeling, crouching, balancing, crawling, laying, slithering etc.</p> <p>PE sessions Autumn: Kimbles – movement to songs and dances. Ring games and movement in different ways. Meeting midline and crossing midline.</p>	<p>Outdoor provision - lots of opportunities for carrying, lifting, managing space Many opportunities for moving bodies in different ways in provision e.g. squatting, kneeling, crouching, balancing, crawling, laying etc.</p> <p>PE sessions Autumn: Kimbles and ring games Floor work – negotiating space/travelling including front and back support</p>

		<p>Spring: Gymnastics – travelling on different climbing equipment and balancing.</p> <p>Summer: Team games, negotiating space, speed and direction when playing games, ball skills.</p>	<p>Sending and receiving – large balls Gymnastics</p> <p>Spring: Travelling – big apparatus, skipping, hopping</p> <p>Sending and receiving – aiming, small balls Skipping</p> <p>Summer: Team games / aiming, sending and receiving Travelling</p> <p>Circuits and prep for sports day</p>
		<p><b>With our PSED we take the lead with on where the children are. We aim for our children to be able to: Identify and name emotions , identify triggers of those emotions, engage with others, take turns and play fairly, learning and following behavioural expectations in the setting</b></p>	
Personal, social, and emotional development	<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• Seeks out others, sharing experiences and play ideas</li> <li>• Shows consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</li> <li>• Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</li> <li>• Plays alone, alongside and with others, inviting others to play and attempting to join others' play</li> </ul> <ul style="list-style-type: none"> <li>• Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers</li> <li>• Is sensitive to others' messages of appreciation or criticism</li> <li>• Enjoys a sense of belonging through being involved in daily tasks</li> <li>• Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help.</li> </ul> <ul style="list-style-type: none"> <li>• Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement, anxiety, guilt</li> <li>• Talks about how others might be feeling</li> <li>• Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings</li> <li>• Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks out others, sharing experiences and play ideas</li> <li>• Shows consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</li> <li>• Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</li> <li>• Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help.</li> </ul> <ul style="list-style-type: none"> <li>• Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours</li> <li>• Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</li> <li>• Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations</li> <li>• Is proactive in seeking adult support and able to articulate their wants and needs</li> </ul> <ul style="list-style-type: none"> <li>• Recognises that they belong to different communities and social groups and communicates freely about own home and community</li> <li>• Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group</li> <li>• Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms</li> <li>• Has a clear idea about what they want to do in their play and how they want to go about it</li> <li>• Shows confidence in choosing resources and perseverance in carrying out a chosen activity</li> </ul> <ul style="list-style-type: none"> <li>• Understands their own and other people's feelings, offering empathy and comfort</li> <li>• Talks about their own and others' feelings and behaviour and its consequences</li> <li>• Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</li> <li>• Is aware of behavioural expectations and sensitive to ideas of justice and fairness</li> <li>• Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise</li> </ul>
	<b>Vocabulary</b>	Feelings – happy, sad, worried, angry, tired, scared	Feelings words

			<b>Problems, feelings, confidence</b>
	<b>How it is covered</b>	<p>Build up focus through Magic 5 Talking about personal experiences and what they can do or have done – children become aware of similarities and differences and communicate this</p> <p>Autumn: Settling in games and adults working with children in provision. Adults and children sharing experiences in provision. Adults modelling sharing and taking turns.</p> <p>Spring: More focus on joining in play with others. Adults supporting in provision to encourage children to consider how to turn take with others.</p> <p>Children continuing to work on waiting for their turn.</p> <p>Summer: Transition – getting to know new staff in provision Celebrating ourselves, what we are good at and what we have got better at</p>	<p>Build up focus through Magic 5</p> <p>Autumn: Settling in games and adults working with children in provision. Adults and children sharing experiences in provision.</p> <p>Children continuing to work on waiting for their turn</p> <p>Adults model negotiating, making choices and finding a compromise.</p> <p>Spring: Working on the respect code – looking at different elements on the respect code, staff modelling and encouraging children to</p> <p>Building up resilience through challenges and enabling children to sort through own disputes (restorative justice with adults support if needed)</p> <p>Summer: Transition – getting to know new staff in provision</p> <p>Building up resilience through challenges and enabling children to sort through own disputes (restorative justice with adults support if needed)</p>
Literacy – Reading	<b>Knowledge and Skills</b>	<p>Build-up of phase 1 listening skills. -Listen carefully and discriminate between sounds --Recognise that print has meaning and that it can be used for different purposes</p> <p>Develop book-handling skills - recognising that we read left to right, top to bottom. Turn pages with care and name the different parts of a book – pages, front cover, back cover.</p>	<p>Continue to build up phase 1 listening skills, in particular oral blending and segmenting. (Autumn 1)</p> <p>Continue to develop book-handling skills - recognising that we read left to right, top to bottom. Turn pages with care and name the different parts of a book – pages, front cover, back cover, title, spine.</p> <p>Applying taught strategies from ALS as prompts for reading words with leant sounds.</p>

		Develop their phonological awareness, so that they can: - count or clap syllables in a word - recognise words with the same initial sound, such as cat and cup. (Orally)	Continued exposure to 'at a glance words' in guided reading sessions and shared reading sessions.
	<b>Vocabulary</b>	sounds, loud, quiet, initial sounds, stretchy sounds, bouncy sounds	pages, front cover, back cover, title, spine 'look at the letters, say the sounds and blend the sounds together,' 'at a glance word'
	<b>How it is covered</b>	<p>Range of books in provision for children to engage with enjoyment.</p> <p>Autumn: Phase 1 sound discrimination Book talk in provision</p> <p>Spring: Begin to identify initial sounds in words orally via silly soup alliteration games Modelling in shared reading of big books how print is read (direction). Exposure to some HFW and finding them in big book texts.</p> <p>Summer: Shared reading and focusing on 'at a glance words' taught</p>	<p>Guided Reading</p> <p>ALS LTP Autumn: Phase 2 sounds and Phase 3 Sets 1-Set 8</p> <p>Spring: Sets 9-11</p> <p>Summer: Phase 4 set 13-18</p>
Literacy – writing	<b>Knowledge and Skills</b>	<p>Children make marks in different media.</p> <p>Children ascribe meanings to marks.</p> <p>Children begin to make marks in play.</p>	<p>Children can write initial sounds for words.</p> <p>Children learn to form letters.</p> <p>Children can include mark making and early writing in play.</p> <p>Children can sound out and write words they can hear in the order they hear them.</p> <p>Children can write short captions and sentences, which can be read back by the child.</p>
	<b>Vocabulary</b>	<p>straight lines, diagonal lines, circles, swirls, clockwise and anti-clockwise movements</p> <p>meet in the middle, cross your body (PE)</p>	Lower-case, capital letters, formation, finger spaces, full stops, digraphs, trigraphs, fingers for sounding, letter, word, sentence
	<b>How it is covered</b>	<p>Mark making activities available daily in Continuous Provision.</p> <p>Lots of gross motor opportunities available in provision, where children can continue to build up on skills.</p> <p>Autumn: Focus on movements and fine-motor skills required for writing.</p>	<p>Mark making activities available daily in Continuous Provision.</p> <p>Lots of gross motor opportunities available in provision, where children can continue to build up on skills.</p>



		<p>-PE sessions – ribbons work (weekly) – meeting midline and crossing midline</p> <p>-Outdoor learning – lots of opportunities for gross motor work – carrying, lifting, transporting etc, building</p> <p>-Opportunities created to mark make in different media – flour, sand, chalk, glitter, writing instruments, paint, mud</p> <p>Spring: Continuation of the skills in Autumn. Also building on challenging children to consider their meanings to marks and thinking about the shapes they create e.g. if a face, is it a straight line or an oval or circle?</p> <p>Making marks in play Recipes (from first hand experiences), shopping lists, registers etc</p> <p>Summer: As above in Spring. Writing name – overwriting and opportunities without overwriting</p>	<p>Phase 2 – Phase 4 sessions – where children have an opportunity to apply their new knowledge in sounds taught in simple captions and sentences. Activities which cover a range of genres - both narrative and non-fiction e.g. invitations set up with key text and characters and speech bubbles.</p> <p>Autumn: Opportunities to mark make with resources available in provision.</p> <p>Lots of work on oral blending and segmenting, especially for new children to the setting who may not have had much experience with phase 1 phonics.</p> <p>To begin Phase 2 phonics. Modelling new sound and working on letter formation.</p> <p>Begin to word build with sounds taught, thinking about robbing the sound, first sound, second sound and last sound. Writing these sounds in the order they hear them.</p> <p>Spring: Letter formation – focus on lower and upper case. Sitting letters on the line. Sentence punctuation – capital letters, finger spaces and full stops. Focus on building and recording their own sentences. Begin to re-read what they have written to check it makes sense.</p> <p>Summer: As above Continue to work on individual child’s next steps.</p>
Mathematics	<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• Compares two small groups of objects, saying when there are the same number</li> <li>• Points or touches each item, saying one number for each item</li> <li>• Uses some number names and number language within play</li> <li>• Begin to recognise numerals 0 to 10</li> <li>• Subitises one, two and three objects (without counting)</li> <li>• Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)</li> <li>• Links numerals with amounts up to 5 and maybe beyond</li> <li>• Through play and exploration, beginning to learn that numbers are made up (composed) of smaller</li> </ul>	<ul style="list-style-type: none"> <li>• Points or touches each item, saying one number for each item</li> <li>• Uses some number names and number language within play</li> <li>• Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0</li> <li>• Increasingly confident at putting numerals in order 0 to 10 (ordinality)</li> <li>• Counts out up to 10 objects from a larger group <ul style="list-style-type: none"> <li>• Comparing quantities in play and discussing fairness</li> </ul> </li> <li>• Matches the numeral with a group of items to show how many there are (up to 10) <ul style="list-style-type: none"> <li>• Explore and represent patterns within numbers up to 10.</li> </ul> </li> </ul>

		<p>numbers</p> <ul style="list-style-type: none"> <li>Beginning to use understanding of number to solve practical problems in play and meaningful activities</li> <li>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</li> </ul> <p>Chooses items based on their shape which are appropriate for the child's purpose</p> <ul style="list-style-type: none"> <li>Responds to both informal language and common shape names</li> <li>Shows awareness of shape similarities and differences between objects</li> <li>Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes</li> <li>Creates their own spatial patterns</li> <li>Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)</li> <li>Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next</li> <li>In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items</li> <li>Recalls a sequence of events in everyday life and stories</li> </ul>	<ul style="list-style-type: none"> <li><b>Shows awareness</b> that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects, in numbers up to 5 and some number bonds to 10</li> <li><b>Begins</b> to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three</li> <li>In practical activities, adds one and subtracts one with numbers to 10 and explores double facts</li> </ul> <ul style="list-style-type: none"> <li>Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints</li> <li>Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)</li> <li>May enjoy making simple maps of familiar and imaginative environments, with landmarks</li> <li>Spots patterns in the environment, beginning to identify the pattern "rule"</li> <li>Chooses familiar objects to create and recreate repeating patterns</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy</li> <li>Becomes familiar with measuring tools in everyday experiences and play</li> <li>Is increasingly able to order and sequence events using everyday language related to time</li> <li>Beginning to experience measuring time with timers and calendars</li> </ul>
	<b>Vocabulary</b>	<p>Count, number, numeral, more than, less than, total, altogether, amount, pattern</p> <p>Number names</p>	<p>Number, numeral, number sentence, more, less, same, add, total, altogether, take away, subtract, fewer, double, number bond, pattern, even, odd</p> <p>Number names</p>
	<b>How it is covered</b>	<p><b>Autumn:</b></p> <p>Showing an interest in number</p> <p>Number songs</p> <p>Sorting</p> <p>Showing an interest in number</p> <p>Number songs</p> <p>Exploring 1,2,3</p> <p>Counting and cardinality</p> <p>Pattern</p> <p><b>Spring:</b></p> <p>Exploring 1,2,3 +</p> <p>5 frames - counting and cardinality</p> <p>Comparison - same</p> <p>Beginning to explore composition - making links for conceptual subitising</p> <p>Comparison - same</p> <p>Shape and pattern</p> <p>Measures</p> <p><b>Summer:</b></p>	<p><b>Autumn</b></p> <p>Getting to know you</p> <p>Just like me</p> <p>It's 1, 2, 3</p> <p>Light and Dark</p> <p>What the ladybird heard – map work – maps of the farm</p> <p><b>Spring</b></p> <p>Alive in 5</p> <p>Growing 6, 7, 8</p> <p>Building 9 &amp; 10</p> <p><b>Summer</b></p> <p>To 20 and beyond</p> <p>First, then, now</p> <p>Find my pattern</p> <p>On the move</p> <p>Pirate day – maps</p>

		<p>Beginning to explore composition - making links for conceptual subitising</p> <p>Shape and pattern</p> <p>Measures</p>	
Understand the world	<p><b>Knowledge and Skills</b></p>	<p><b>People and communities</b></p> <ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them</li> <li>Enjoys joining in with family customs and routines</li> <li>Remembers and talks about significant events in their own experience</li> <li>Recognises and describes special times or events for family or friends</li> <li>Shows interest in different occupations and ways of life indoors and outdoors</li> </ul> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p><b>The world</b></p> <ul style="list-style-type: none"> <li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>Talks about why things happen and how things work</li> <li>Developing an understanding of growth, decay and changes over time</li> <li>Shows care and concern for living things and the environment</li> </ul> <p>Begin to understand the effect their behaviour can have on the environment</p>	<p><b>People and communities</b></p> <ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines</li> <li>Talks about past and present events in their own life and in the lives of family members</li> <li>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</li> </ul> <p><b>The world</b></p> <ul style="list-style-type: none"> <li>Looks closely at similarities, differences, patterns and change in nature</li> <li>Knows about similarities and differences in relation to places, objects, materials and living things</li> <li>Talks about the features of their own immediate environment and how environments might vary from one another</li> <li>Makes observations of animals and plants and explains why some things occur, and talks about changes</li> </ul>
	<p><b>Vocabulary</b></p>	<p>Celebration, Diwali, Eid, Chinese New Year, Vaisakhi, Christmas, Easter</p> <p><b>Autumn</b> leaves (colour names and shape) tree trunk, branches</p> <p><b>Winter</b> cold, snow, frozen, rain, wet, frost, puddle, language based on current events e.g. storms</p> <p><b>Spring</b> growing, planting, seeds, compost</p> <p><b>Summer</b> Discussion on weather changes throughout the year Warm, Sun</p>	<p>Celebration, festival, Diwali, Eid, Chinese New Year, Vaisakhi, Christmas, Easter</p> <p><b>Autumn</b> leaves (colour names and description of shape) tree trunk, branches, twigs</p> <p><b>Winter</b> cold, snow, frozen, rain, wet, frost, ice language based on current events e.g. storms</p> <p><b>Spring</b> growing, planting, soe, seeds, compost</p> <p><b>Summer</b> Discussion on weather changes throughout the year Warm, Sun</p>
	<p><b>How it is covered</b></p>	<p>Lots of opportunities on Tapestry from posts from parents. Children encouraged to talk about personal experiences.</p> <p><b>Autumn:</b> Recognition of religious festivals and celebrations. Children encouraged to look at similarities.</p>	<p>Lots of opportunities on Tapestry from posts from parents. Children encouraged to talk about personal experiences.</p> <p>Nursery memory book and Harry's holiday books are sent up to Reception, so that children can recall past experiences.</p>

		<p>Begin Harry's holiday. (History – looking back at past experiences) Memory book in The orchard. (History – looking back at past experiences)</p> <p><b>Spring:</b> Recognition of religious festivals and celebrations. Children encouraged to look at similarities. Also remembering festivals and celebrations, which have already happened.</p> <p>Growth – flowers, living eggs</p> <p><b>Summer:</b> Recognition of religious festivals and celebrations. Children encouraged to look at similarities. Also remembering festivals and celebrations, which we have discussed this year and who celebrates them.</p>	<p>Staff support children with their sentence construction as they explain their observations, based on where individual children are at in speaking. Staff use strategies such as sentence starters and talk fingers.</p> <p><b>Autumn:</b> Recognition of religious festivals and celebrations. Children encouraged to look at similarities and differences.</p> <p>Changes in weather – what do you see, what do you hear? Trip – looking at environment when go to the curve</p> <p><b>Spring:</b> Recognition of religious festivals and celebrations. Children encouraged to look at similarities and differences.</p> <p>Changes in weather – what do you see, what do you hear?</p> <p>Trip - look at environment when go to the farm (similarities and differences to other environments children experience)</p> <p>Growth – flowers, living eggs (noticing similarities and differences)</p> <p><b>Summer:</b> Recognition of religious festivals and celebrations. Children encouraged to look at similarities and differences.</p> <p>Changes in weather – what do you see, what do you hear?</p> <p>Trip – look at environment when go to Brocks Hill (similarities and differences to other environments children experience)</p>
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Expressive arts and design	<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• Explores and learns how sounds and movements can be changed</li> <li>• Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns</li> <li>• Enjoys joining in with moving, dancing and ring games</li> <li>• Sings familiar songs</li> <li>• Taps out simple repeated rhythms</li> <li>• Continues to explore colour and how colours can be changed</li> <li>• Begins to use drawing to represent actions and objects based on imagination, observation and experience</li> <li>• Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</li> <li>• Uses tools for a purpose</li> <li>• Uses movement and sounds to express experiences, expertise, ideas and feelings</li> <li>• Engages in imaginative play based on own ideas or first-hand or peer experiences.</li> <li>• Uses available resources to create props or creates imaginary ones to support play</li> <li>• Plays alongside other children who are engaged in the same theme</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to build a collection of songs and dances</li> <li>• Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</li> <li>• Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</li> <li>• Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</li> </ul> <p>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</p> <ul style="list-style-type: none"> <li>• Creates representations of both imaginary and real-life ideas, events, people and objects</li> <li>• Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences</li> <li>• Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes</li> <li>• Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</li> <li>• Responds imaginatively to art works and objects, e.g. <i>this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</i></li> <li>• Introduces a storyline or narrative into their play</li> </ul> <p>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</p>
	<b>Vocabulary</b>	Instrument, music, song, tune, pitch, quick, fast, retell, imagination, story, characters, songs	retell, characters, story, music, rhythm, lyrics, dance, movement, beat, tempo
		Stick, glue, glue spreader, scissors, cut, pencil, felt pen, paint	Stick, attach, tape dispenser
	<b>How it is covered</b>	<p><b>Resources in provision throughout the year:</b></p> <p>Many opportunities in phase 1 phonics to explore sounds and how they can be changed. Instruments in provision in quiet room and in the outdoors.</p> <p>Kimbles – movement and dance games (PE)</p> <p>Singing basket – building up a repertoire of songs over time</p> <p>Boom whackers in outdoor provision</p> <p>Construction materials – <u>autumn</u> – building towers, <u>spring</u> – building enclosures for things and positioning in different orientations, <u>summer</u> – children using construction to build own arrangements to meet their play needs</p> <p>Dressing up, loose parts and available resources to engage in imaginative play</p>	<p><b>Resources in provision throughout the year:</b></p> <p>Opportunities to continue to build a repertoire of songs.</p> <p>Kimbles (at start of the academic year)</p> <p>Exploring changes in colour – creating light and dark shades.</p> <p>Building for a purpose or support play, with junk modelling or construction resources e.g. puppets, characters, signs, traffic lights etc.</p> <p>Building tools for a purpose e.g. junk modelling resources:</p> <p>cutting (see progression document)</p> <p>sticking (glue)</p> <p>sticking (tape)</p> <p>movement – split pins</p> <p>hole punchers – creating holes for threading</p>

	<b>Linked to physical development – for using tools</b>	<p>Building tools for a purpose e.g. junk modelling resources: cutting (see progression document) tearing sticking (glue) sticking (tape) hole punchers – creating holes mark making sensory play making arrangement with loose parts</p> <p>Dough stations using tools – cutters, rolling pin, exploring marks being made by rolling, poking, combining with loose parts</p> <p>exploring changes in colour – paints and sensory play</p>	<p>mark making collage – making arrangements</p> <p>Dough stations using tools – cutters, rolling pin, combining to create own arrangements and creations</p>
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Progression of cutting skills	Vocabulary	How to support?
<b>Holds scissors</b> , often with both hands, learning to open and close the blades	Hold, move, in, out, open, shut, close, bend, Cut, snip, squeeze, stretch, fold, knead, push, pull	Practice tearing paper Strengthen fingers – use soft balls, playdough, toys filled with beans/sand
<b>Opens/closes blades</b> (not ready to use them on paper yet)	Open, move apart, close, shut, move in/out, fingers, thumb, together, apart, stretch, up, down	Practise opening and closing blades on playdough, in the sand or shaving foam, progressing to more firm materials like modelling clay Encourage 'thumbs up' position
<b>Starts snipping paper</b> (not moving forward with the scissors but making small snips)	Snip, cut, hold, forward, backwards	Practice snipping, using foam sheets at first, to practice holding paper and snipping one handed Progress to thicker paper e.g. sugar paper for easier handling You could draw straight lines on the foam to introduce the idea of going forward, if ready
<b>Snips paper moving forward</b>	Across, forward, backward, side to side, straight ahead	Practice activities to promote crossing the mid-line of the body e.g. passing a ball from left to right, or filling up a pot on the left with the toys placed on the right
<b>Uses helping hand</b> to hold and help to guide the paper (non-dominant hand)	Upwards, downwards, sideways, hold still, rest your hand, hands together/apart, up and down	Promote activities to strengthen bilateral coordination e.g. lacing cards, holding a stencil with one hand and drawing with another, hand clapping games
<b>Cuts straight line</b> (within ½ inch from the drawn line, improving in accuracy)	Straight, across, forward, open and shut, move, together/apart, follow the line, close to	Use a piece of paper that is up to 6 inches long
<b>Cuts curved line</b> (a 1/4inch curved line, within 1/4inch from the line drawn)	Closer, on the line, next to the line, circle, curve, around, round, wobbly, wavy	
<b>Cuts circle shape</b> (a circle of 6inch in diameter, within ½ from the drawn line, improving to about ¼ inch)	Circle, oval, round, curved, wavy Move, twist, turn, pivot Small snips, at the same time	
<b>Cuts square shape</b>	Stop/start, turn, point, corner, pointed, cross,	
<b>Cuts complex shapes</b> , such as figures.	Close to the line, on the line, outline, follow the line, background,	