

EYFS – Two Year Old Provision

Sequenced Curriculum 2024 - 2025

Age Related Expectations * Teaching and learning to be differentiated through short term planning, driven by assessment

Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Rimrose Hope CE Primary School

Area of Learning

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

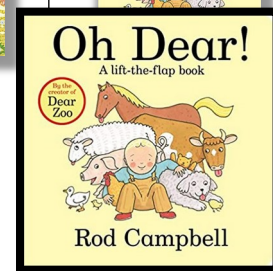
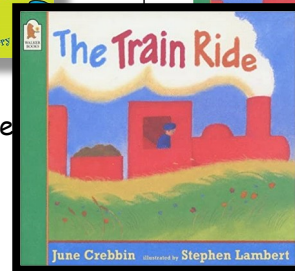
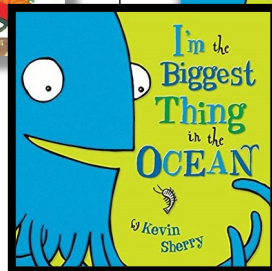
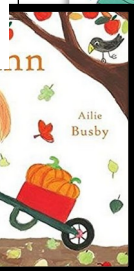
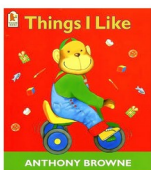
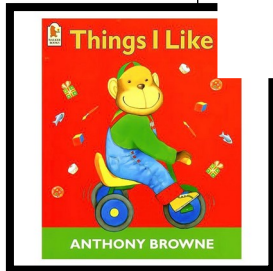
Theme

Buddies Nursery Curriculum

Animals

High Quality Texts

EYFS Framework 2025 / Birth to 5 matters 2021



Linked Texts

Let's Go to Nursery

Autumn (wordless picture book) by Gerda Miller

Bath time for Little Rabbit

Up & Down
The Train Ride

Lulu Loves Flowers

A Day for Busy Birds

	<p>Goodnight Moon</p> <p>Mad, Mad Bear</p> <p>Love makes a Family</p> <p>My Presents</p> <p>Head Shoulder Knees and Toes</p>	<p>We're going on a Leaf Hunt</p> <p>Wind</p> <p>WOW said The Owl</p> <p>That's not my Hedgehog</p>	<p>Hooray for Fish</p> <p>Octopants</p> <p>Ocean life</p> <p>Winter</p> <p>Rabbits in the Snow</p> <p>Orange Fish Green Fish</p> <p>I am Little Fish</p>	<p>Who's Driving?</p> <p>Love is a Truck</p> <p>Spring</p> <p>That's Not my Bus</p> <p>Toot Toot Beep Beep</p> <p>Choo Choo Clickety Clack</p>	<p>Plant a Tiny Seed</p> <p>That's not my Chick</p> <p>Five Little Chicks</p>	<p>Noisy Farm</p> <p>Rabbit's Nap</p> <p>Let's Go to the Farm</p> <p>Fox's socks</p> <p>I Went Walking</p> <p>Spot goes to the Farm</p> <p>Summer</p>
<p>Linked Rhymes</p>	<p>Head, Shoulders, Knees and Toes</p> <p>This is the Way</p> <p>One finger One Thumb</p> <p>If You're Happy and You Know It</p>	<p>Autumn Leaves are Falling Down</p> <p>I'm a Little Hedgehog</p> <p>Twinkle Twinkle</p>	<p>Five Little Specked Frogs</p> <p>1, 2, 3, 4, 5 Once I</p> <p>Five Little Ducks</p> <p>Row Row Row Your Boat</p> <p>Incy Wincy Spider</p> <p>Five Little Snowmen</p>	<p>The Wheels on The Bus</p> <p>Down at the Station</p> <p>Five Little Men</p>	<p>Little Seed</p> <p>Five Little Chicks</p>	<p>Old MacDonald Has a Farm</p> <p>Baa Baa</p> <p>Dingle Dangle Scarecrow</p> <p>Sleeping Bunnies</p>
<p>Enrichments</p>	<p>Grandparents Day (3rd Oct)</p>	<p>Autumn Walk around Rimrose</p> <p>Hope school grounds</p>	<p>Chinese New Year</p>	<p>Easter Egg Hunt</p>	<p>Growing Sunflowers / Growing cress</p>	<p>Farm visit</p>

					Chicks / ducklings / caterpillars	
RE	New Beginnings	Special Times Christmas / The Nativity	Special Places	Easter	Special People	Stories Jesus told
RSE	My Family Who is my family?	How do I make friends and look after my friends?	How can I change my outdoor space?	Who keeps me safe?	How can I keep myself healthy?	How am I feeling?

COMMUNICATION & LANGUAGE: Listening, Attention & Understanding Speaking

Educational Programme: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Learning Outcomes 1		Learning Outcomes 2	Learning Outcomes 3
Learning Priorities:	Linked to Development Matters 2020/ Birth to 5 matters 2021		
Listening, Attention and Understanding <ul style="list-style-type: none"> ■ Listen to and begin to join in with rhythmic activities <ul style="list-style-type: none"> ⇒ Responding to actions / words ■ Begin to listen to and enjoy short stories (with clear illustrations / use of props) <ul style="list-style-type: none"> ⇒ Read 1:1 (book share) / small KP group ■ Listen with interest to the noises adults make then they read stories * <i>Also see Literacy / Reading</i> ■ Recognise and respond to some familiar sounds ■ Pay attention when someone is talking 1:1 <ul style="list-style-type: none"> ⇒ Respond to name ⇒ Show interest in others as they talk ⇒ Watch someone's face / mouth when they are talking ⇒ Respond to gestures, actions, words 		Listening, Attention and Understanding <ul style="list-style-type: none"> ■ Listen to and join in with rhythmic activities in KP group <ul style="list-style-type: none"> ⇒ Begin to match actions to words ■ Listen to and enjoy short stories (with clear illustrations / use of props) <ul style="list-style-type: none"> ⇒ Read 1:1 (book share) / small KP group ■ Listen with interest to the noises adults make then they read stories and begin to make story links ■ Recognise and respond to some new sounds ■ Pay attention when someone is talking 1:1 / KP group <ul style="list-style-type: none"> ⇒ Respond to gestures / actions / words / simple sentences ■ Develop vocabulary linked to daily experiences <ul style="list-style-type: none"> ⇒ Reach / point / collect 	Listening, Attention and Understanding <ul style="list-style-type: none"> ■ Listen to and join in with an increasing range of rhythmic activities <ul style="list-style-type: none"> ⇒ Match actions to words ■ Listen to and enjoy short stories (with clear illustrations / use of props) <ul style="list-style-type: none"> ⇒ Read 1:1 (book share) / small KP group ■ Listen with interest to the noises adults make then they read stories and make story links ■ Recognise and respond to an increasing range of sounds ■ Pay increasing attention when someone is talking in KP group <ul style="list-style-type: none"> ⇒ Respond to gestures / actions / words / longer sentences ■ Develop vocabulary linked to daily experiences

- Develop vocabulary linked to daily experiences
 - ⇒ Reach / point / collect
- Listen with interest to the noises adults make then they read stories and make story links
- Recognise and respond to an increasing range of sounds
- Listen and respond to a simple instruction with gestures
 - ⇒ Linked to familiar routine / experience
 - ⇒ As part of Key Person group
- Understand and respond to 'who' and 'what' questions

Speaking

- **Begin to** join in with rhyme and song time
 - ⇒ Repeat - words / phrases
- **Begin to** extend vocabulary, repeating some heard words
- String two / three words together
 - ⇒ To share simple feelings / needs within the daily routine
 - ⇒ Within pretend play

- Listen and respond to a simple instruction with two key words
 - ⇒ Linked to familiar and some new experiences
- **Begin to** understand and respond to 'where' questions

Speaking

- Join in with rhyme and song time
 - ⇒ Repeat - words / phrases / simple sentences
 - ⇒ Identify missing words at the end of sentences
- **Begin to** use a wider range of vocabulary
 - ⇒ Linked to: daily routine interests
- String three / four words together
 - ⇒ To share simple feelings / needs within the daily routine
 - ⇒ Within pretend play
- Ask some 'who' and 'what' questions
- **Continue to** develop conversation 1:1
- **Continue to** develop enunciation of speech sounds - p / b / m / w

⇒ Reach / point / collect

- Listen and respond to a simple instruction with three key words
 - ⇒ Linked to familiar and some new experiences
- Understand and respond to 'who', 'what' and 'where' questions

Speaking

- Join in with rhyme and song time
 - ⇒ Repeat - words / phrases / simple sentences
 - ⇒ Identify missing words at the end of sentences
- **Continue to** use a wider range of vocabulary
 - ⇒ Linked to: daily routine interests
- String four / five words together
 - ⇒ To share simple feelings / needs within the daily routine
 - ⇒ Within pretend play / share experiences
- **Begin to** ask some 'where' questions
- Develop conversation 1:1

<ul style="list-style-type: none"> ■ Begin to ask some 'who' and 'what' questions ■ Begin to develop conversation 1:1 	<ul style="list-style-type: none"> ■ Begin to use pronouns - <i>me / him / she</i> ■ Begin to use prepositions - <i>in / on</i> ■ Begin to use some plurals 	<ul style="list-style-type: none"> ■ Develop enunciation of speech sounds - p / b / m / w ■ Use pronouns - <i>me / him / she</i> ■ Use prepositions - <i>in / on / under</i> ■ Use some plurals
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PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: Self-Regulation Managing Self Building Relationships

Educational Programme: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

	Learning Outcomes 1	Learning Outcomes 2	Learning Outcomes 3
Learning Priorities:	Linked to Development Matters 2020 / Birth to 5 matters 2021		

Self-Regulation

- **Begin** to find ways to calm themselves
 - ⇒ Seek comfort from comfort object, key person
- **Begin** to become familiar with the routine
 - ⇒ When separating from main care giver
- Explores behaviour boundaries within the setting
 - ⇒ Linked to: Daily routine / relationships with others
- **Begin** to manage transitions with support of their key person
 - ⇒ moving from provision to small KP group time
 - ⇒ moving from indoors to outdoors

Managing Self

- Displays emerging autonomy through asserting preferences
 - ⇒ Taste / food choices / toys
- **Begin** to try new things with support from familiar adult
 - ⇒ New activities - in provision / at group times
- Has some understanding that their actions cause effect on others e.g., clapping hands

Self-Regulation

- Can separate from main care giver with increased confidence / ease
- Show increasing ability to calm themselves, sometimes with support from a familiar adult
- With support begin to name some emotions *happy / sad*
- Explores behaviour boundaries within the setting
 - ⇒ Linked to: Participation in daily routines / relationships with others

Managing Self

- Begin to enjoy a wider range of activities and experiences with support from their familiar adult
- Begin to participate in self-care routines with support from familiar adult
 - ⇒ Toileting - pulling up clothes, washing hands
 - ⇒ Putting on coat / wellies
- Become more confident and independent in the setting, moving away from their key person to explore
- **Begin** to develop a growing sense of self and share

Self - Regulation

- **Begin** to show effortful control
 - ⇒ waiting for a turn
 - ⇒ resisting a strong impulse
 - ⇒ following a familiar routine
- Share and express feelings
 - ⇒ Use familiar adult to help balance when feeling anxious / overtired
 - ⇒ Name a wider range of emotions
- Become more able to adapt their behaviour and follow familiar rules and routines

Managing Self

- Feel confident when taken out into new environments e.g. the wider school grounds, school nursery
- Become increasingly independent with a range of self-care routines
 - ⇒ Toileting
 - ⇒ Putting on own coat / wellies

- **Begin** to experiment with what their bodies can do
 - ⇒ Through physical challenges / pulling

Building Relationships

- **Begin** to become aware of their own and others physical characteristics
 - ⇒ Pointing to nose, eyes, mouth, head, hands, hair, fingers, toes
- **Begin** to explore the setting, with a familiar adult nearby
- **Begin** to develop a relationship with their Key Person
- Play alongside others, knowing that their familiar adult is close by

- preferences with a familiar adult
 - ⇒ Through likes / dislikes / choices e.g. at snack time, in provision

Building Relationships

- **Begin** to notice and comment on some differences between themselves and others such as hair, gender etc.
- **Begin** to play with others with the support from a familiar adult / Key Person
 - ⇒ Sharing
 - ⇒ Taking turns
- Engage with others through gestures/ talk, sometimes with support from a familiar adult.

- Show increased independence in the setting and when following routines
 - ⇒ self-registration
 - ⇒ selecting own activity in provision

- Develop a growing sense of self and the confidence to express preferences
 - ⇒ Through likes / dislikes / choices - at snack time
 - ⇒ Making own decisions and having own ideas - in provision, at group times

Building Relationships

- Play with increased confidence by themselves and with others
- **Begin** to develop friendships with other children
- Notice and comment on differences between their own and others physical characteristics
- Have a secure relationship with a familiar adult
 - ⇒ Key Person
- Play with others showing increasing independence and control

		<p>when:</p> <ul style="list-style-type: none"> ⇒ Sharing ⇒ Taking turns
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PHYSICAL DEVELOPMENT: Gross Motor Skills Fine Motor Skills

Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Learning Outcomes 1	Learning Outcomes 2	Learning Outcomes 3
Learning Priorities:	Linked to Development Matters 2020/Birth to 5 matters 2021	

Gross Motor Skills

- Pushes, pulls, lifts and transports objects, moving them around with intent
- Develop control of large-scale movements e.g. running
- Jump with both feet off the ground at the same time
- Begin to kick a ball
- Clap and stamp to music
- Begin to manipulate objects using hands singly and together
 - ⇒ Squeezing water out of a sponge

Fine Motor Skills

- Points with finger to draw attention to something / someone
- **Begin** to participate in finger and action songs / games, imitating movements and anticipating actions
 - ⇒ One little Finger
 - ⇒ Tommy Thumb
- Enjoys sensory experience of making marks in:
 - ⇒ Mud

Gross Motor Skills

- Continue to change position with little effort
 - ⇒ Standing to squatting / sitting
- Continue to develop control over large scale movements e.g. running and jumping
- **Begin** to develop climbing skills on climbing frame
- Ride a tricycle without pedals, pushing themselves along to develop core muscle strength
- Begin to build with large apparatus e.g. crates, bricks
- Develop ball skills
 - ⇒ Rolling
 - ⇒ Kicking
 - ⇒ Throwing a large ball
- **Begin** to develop control in large scale movements e.g. waving streamers, digging, brushing,

Fine Motor Skills

- **Begin** to make a connection between their movements and marks that they make

Gross Motor Skills

- Continue to develop control and coordination when running
 - ⇒ Beginning to negotiate space
- Climb confidently and safely on large apparatus / climbing frame
- **Begin** to develop balancing skills
 - ⇒ Stand still
 - ⇒ Walk up / down low ramp
- Develop riding skills including
 - ⇒ Pedalling a tricycle
 - ⇒ Using a Balance bike
 - ⇒ Being able to stop / start
- Continue to develop ball skills
 - ⇒ Rolling
 - ⇒ Kicking
 - ⇒ Throwing and catching a large ball
- Build independently with a range of resources e.g. tyres, giant blocks / bricks, crates
- Develop increasing control of their whole body

<ul style="list-style-type: none"> ⇒ Damp sand ⇒ Paste ⇒ Paint <p>■ Begin to explore different tools and materials</p> <ul style="list-style-type: none"> ⇒ Spoons / scoops for mixing ⇒ Pouring / filling containers <p>■ Begin to build with a range of appropriate resources</p> <ul style="list-style-type: none"> ⇒ Duplo ⇒ Wooden building blocks <p>■ Begin to develop independence e.g. when feeding themselves</p>	<ul style="list-style-type: none"> ⇒ Using chunky chalks and crayons ⇒ Paintbrushes and water <p>■ Begin to use the toilet at nappy changing times and help with clothing e.g. pulling up / down trousers / pants</p> <p>■ Continue to participate in finger and action songs / games, imitating movements and anticipating actions with increased confidence</p> <p>■ Begin to manipulate and develop control over different tools</p> <ul style="list-style-type: none"> ⇒ Paintbrushes ⇒ Rolling pins in dough ⇒ Spoons / scoops for mixing ⇒ Pouring / filling containers 	<p>Fine Motor Skills</p> <p>■ Make connections between their movements and the marks that they make</p> <ul style="list-style-type: none"> ⇒ Using chunky chalks / crayons / markers, paintbrushes / water ⇒ On different surfaces - horizontal / vertical <p>■ Develop manipulation and control over different tools e.g. rolling pins and plastic knives in dough, paintbrushes, safety scissors</p> <p>■ Begin to use hands independently during a task that uses both, with each hand doing something different at the same time</p> <ul style="list-style-type: none"> ⇒ Holding a block in one hand and steadying the other block with the other hand <p>■ Begin to use the toilet, sometimes with support</p> <p>■ Use small motor skills to do things with increasing independence</p> <ul style="list-style-type: none"> ⇒ zips ⇒ pour drinks ⇒ put on own wellies <p>■ Show an increasing desire to be independent e.g. <i>dress / undress, feeding themselves.</i></p>
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LITERACY: □ Reading - Comprehension □ Reading - Word Reading □ Writing

Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Learning Outcomes 1

Learning Outcomes 2

Learning Outcomes 3

Learning Priorities:

Linked to Development Matters 2020/ Birth to 5 matters 2021

Phase 1 Phonics / Reading:

- Sometimes responds to sounds in the environment, tuning in and paying attention
 - ⇒ Sirens, bin wagon, trains, birds
- Shows an interest in sounds made by banging / tapping a familiar object / simple instrument
- Show an interest and pay attention to songs and rhymes
- **Begin** to join in with some simple songs and nursery rhymes, copying sounds / actions
- **Begin** to copy finger movements and other gestures

Phase 1 Phonics / Reading:

- Enjoys and participates in some simple rhymes and songs
 - ⇒ Using actions / props for support
 - ⇒ Saying some words
- **Begin** to be interested in books and rhymes and may have some favourites
 - ⇒ Using a variety of picture books / books with flaps / books with sound effects

Phase 1 Phonics / Reading:

- **Continue** to enjoy and participate in Nursery Rhymes
 - ⇒ Can recite three Nursery Rhymes
 - ⇒ Copies sounds, rhythms, tune and tempo
 - ⇒ Joins in with actions
 - ⇒ Sings some songs and rhymes whilst playing independently
- **Continue** to handle books with interest
- Enjoy sharing books with an adult
 - ⇒ ask questions about the book,

<ul style="list-style-type: none"> ■ Taps /stamps to simple rhythms in familiar songs / rhymes <p>Writing:</p> <ul style="list-style-type: none"> ■ Begin to manipulate and develop control over different tools ■ Begin to enjoy drawing freely using a palmer supinate grasp (PD link) <ul style="list-style-type: none"> ■ Enjoy sensory experiences of making marks in: <ul style="list-style-type: none"> ⇒ Mud ⇒ Damp sand ⇒ Paste ⇒ Paint 	<ul style="list-style-type: none"> ⇒ Begin to join in with some sounds / words from familiar stories <ul style="list-style-type: none"> ■ Begins to handle books with interest <ul style="list-style-type: none"> ⇒ Following children's interests / themes ⇒ Begin to look at books alone or seek out an adult or another child ■ Begin to notice some print around them <p>Writing:</p> <ul style="list-style-type: none"> ■ Begin to recognise their own agency within mark making (PD link) <ul style="list-style-type: none"> ⇒ Makes a connection between their movements and the marks that they make through varied, multi-sensory learning opportunities ■ Continue to refine the marks that they make in sensory experiences ■ Begin to draw some circles and vertical and horizontal lines 	<ul style="list-style-type: none"> ⇒ repeat words and phrases from familiar stories ⇒ Pay attention to and respond to the pictures and words <ul style="list-style-type: none"> ■ Notice some print, such as the first letter of their name ■ Listens to different sounds with interest (Phase 1: aspects 1-3) <ul style="list-style-type: none"> ⇒ Environmental ⇒ Instrumental ⇒ Body percussion <p>Writing:</p> <ul style="list-style-type: none"> ■ Enjoys drawing freely, pencil grip begins to develop ■ Recognises their own agency within mark making (PD link) <ul style="list-style-type: none"> ⇒ Makes a connection between their movements and the marks that they make ■ Begin to add some marks to their drawings, which they give meaning to e.g., 'that says mummy'
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	<ul style="list-style-type: none"> ■ Begin to talk about their marks and drawings and what they represent 	<ul style="list-style-type: none"> ■ Begin to make marks on a picture to represent their name ■ Develop control when drawing circles and lines
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MATHEMATICS: Numerical Pattern Number

Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Learning Outcomes 1		Learning Outcomes 2		Learning Outcomes 3	
Learning Priorities:		Linked to Development Matters 2020/Birth to 5 matters 2021			
Numerical Pattern / Number		Numerical Pattern / Number		Numerical Pattern / Number	
<ul style="list-style-type: none"> ■ Begin to have an awareness of number names through their 		<ul style="list-style-type: none"> ■ Enjoy joining in with finger rhymes with 		<ul style="list-style-type: none"> ■ Begin to notice, identify, and talk about patterns around 	

<p>enjoyment of action rhymes / songs that relate to numbers</p> <ul style="list-style-type: none"> ■ Begin to take part in finger rhymes with numbers ■ Begin to use some number names in play situations ■ Explore heuristic play <ul style="list-style-type: none"> ⇒ putting objects inside others and containers and taking them out again <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> ■ Begin to stack objects on a flat surface <ul style="list-style-type: none"> ⇒ Blocks / boxes ■ Begin to attempt to match shapes with spaces <ul style="list-style-type: none"> ⇒ On inset puzzles ■ Begin to become familiar with some parts of the daily routine ■ Begin to become familiar with songs / stories with repeated actions 	<p>numbers</p> <ul style="list-style-type: none"> ■ Continue to develop an awareness of number names through rhymes / songs ■ Play freely with loose parts <ul style="list-style-type: none"> ⇒ Grouping items ■ Begin to respond to words like 'lots' and 'more' ■ Begin to count in everyday contexts, sometimes skipping numbers <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> ■ Continue to explore shape and spaces <ul style="list-style-type: none"> ⇒ Complete Simple jigsaw and inset puzzles ■ Begin to show an interest in objects of varying sizes in meaningful contexts <ul style="list-style-type: none"> ⇒ Big / little versions of objects to compare ■ Enjoys and becomes familiar with the daily 	<p>them</p> <ul style="list-style-type: none"> ⇒ Clothing ⇒ In nature / the environment ■ Begin to explore 1:1 correspondence <ul style="list-style-type: none"> ⇒ Heuristic play / exploration of loose parts ■ Join in with number songs / rhymes with props and actions to support ■ Count in everyday contexts, saying some number names in sequence ■ Compare amounts saying lots, more or the same ■ React to changes in amount of a group of up to 3 items <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> ■ Begin to make comparison between objects using some appropriate vocabulary <ul style="list-style-type: none"> ⇒ Size - big / small ■ Begin to understand simple positional language within the
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<ul style="list-style-type: none"> ■ Begin to enjoy filling and emptying containers <ul style="list-style-type: none"> ⇒ Water / sand tray ■ Build with a range of resources <ul style="list-style-type: none"> ⇒ Different sized and shaped blocks 	<p>routine</p> <ul style="list-style-type: none"> ■ Continue to become familiar with the repeated actions on familiar stories / songs ■ Continue to explore filling and emptying containers <ul style="list-style-type: none"> ⇒ Water / sand tray ⇒ Containers of varying shapes and sizes 	<p>daily routine</p> <ul style="list-style-type: none"> ⇒ In / on / under ■ Begin to show interest in shapes in the environment ■ Begin to join in with the repeated actions in familiar stories / songs ■ Begin to initiate and continue repeated actions
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UNDERSTANDING THE WORLD □ Past and Present (KS1: History) □ People, Culture & Communities (KS1: R.E / Geography) □ Natural World (KS1: Geography / Science)

EYFS Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of

society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Learning Outcomes 1

Learning Outcomes 2

Learning Outcomes 3

Learning Priorities:

Linked to Development Matters 2020/Birth to 5 matters 2021

Past and Present

- **Begin** to make sense of their own life history
 - ⇒ The people in my family *mummy / daddy*

People, Culture & Communities

- **Begin** to name some body parts*head / arm / leg / fingers / toes / hair*
- **Begin** to demonstrate their awareness of their family
 - ⇒ Domestic role play
- **Begin** to be aware of their autonomy, know that they are a separate being from their care givers.
- Recognises the key people in their life
 - ⇒ Is excited when being collected by a family member

Past and Present

- **Begin** to repeat actions that have an effect
- **Begin** to make sense of their own life history
 - ⇒ The people in my family *mummy / daddy / brother / sister*
 - ⇒ My birthday *birthday / party*

People, Culture & Communities

- Name an extended range of body parts....*eyes / mouth / nose / ears / hand / foot*
- Demonstrate awareness and talk about key members of their family
- **Continue** to develop a sense of belonging in Nursery
 - ⇒ Key Person

Past and Present

- Repeat actions that have an effect
- **Begin** to make sense of their own life history
 - ⇒ When I was a baby *baby / big / little*
 - ⇒ The people in my family *mummy / daddy / brother / sister*
 - ⇒ My birthday *birthday / party*

People, Culture & Communities

- **Begin** to notice some differences between people
 - ⇒ Themselves / other

■ Has a developing sense of belonging to their family

■ **Begin** to have a sense of belonging in Nursery

⇒ Key Person

■ Know that they influence people with their actions

⇒ When they: laugh / smile / cry

Natural World

Looks around a room / space with interest

⇒ Looking / exploring objects

Continue to observe what people, animals and vehicles do

Enjoys combining objects

⇒ Banging two objects

⇒ Placing objects into containers

Begin to explore natural resources indoors and outdoors

⇒ Conkers / pinecones / autumn leaves

⇒ Building / stacking

⇒ Sorting

⇒ Collecting sticks / leaves / stones

⇒ Key group

■ Name some different types of transport*bus / car / train / truck*

Natural World

■ **Begin** to talk about what they see using simple vocabulary

⇒ Minibeasts / trees / birds

⇒ Weather *rain / sun*

⇒ Water ...*wet / dry*

■ **Begin** to explore how things of interest work

⇒ A favourite toy / sensory book

⇒ A new resource

■ **Continue** to explore natural resources indoors and outdoors

⇒ Changing leaves / plants

⇒ Pebbles, shells etc.

⇒ Fruits at Snack time*banana / apple / orange*

■ **Begin** to comment on natural resources

■ **Begin** to explore materials with different properties

⇒ Den building

⇒ Loose parts

⇒ Eye colour / hair colour

■ Has a strong sense of belonging to their family and Nursery

⇒ Family members

⇒ Key Person

⇒ Other children

■ **Begin** to imitate through role play

⇒ Construction area / following children's interests

⇒ Small world

Natural World

■ **Continue** to talk about what they see using simple vocabulary

⇒ Minibeasts / trees / birds*Spider / snail / fly / worm*

⇒ Animals ... *cat / dog / simple farm animals*

■ **Continue** to explore materials with different properties and comment on what they see

■ Explore and talk about natural materials and resources

⇒ Flowers

■ Explore and respond to different natural phenomena in their

⇒ Heuristic play		setting and trips ⇒ Growing plants from a seed ⇒ Different types of weather <i>rain / sun / puddle / wet / dry / windy / hot / cold</i>
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EXPRESSIVE ARTS & DESIGN: Creating with Materials Being Imaginative & Expressive

EYFS Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Learning Outcomes 1

Learning Outcomes 2

Learning Outcomes 3

Learning Priorities:

Linked to Development Matters 2020/Birth to 5 matters 2021

Creating with Materials

- **Begin** to explore different materials / tools through multisensory learning experiences
 - ⇒ Textured books
 - ⇒ Sounds using body
 - ⇒ Chunky chalks / chunky paintbrushes

Being Imaginative & Expressive

- Enjoy listening to simple songs / rhymes
 - ⇒ actions for support
- Responds to the world around them
 - ⇒ Sounds / movement / people / objects / sensations / their own emotions
- Explore the sounds of different instruments
 - ⇒ Shake, bang
- Start to engage in some pretend play
 - ⇒ in the home corner
- Begin to make movements to songs

Creating with Materials

- **Continue** to explore and experiment with different materials / tools through multi-sensory learning experiences
 - ⇒ Paints / gloop / dough
 - ⇒ Safety / age appropriate scissors - *supported by an adult*
- Paint using a range of resources
 - ⇒ Hands / feet
 - ⇒ Printing - cars, tyres
- **Begin** to explore using tools to make different marks
 - ⇒ Lines, circles
 - ⇒ chunky paint brushes / chalks / egg crayons / rolling pins / cutters
- Free exploration of collage
 - ⇒ **Begin** to attach with glue stick

Being Imaginative & Expressive

- **Begin** to learn simple songs / Nursery Rhymes
- **Continue** to respond to and engage with the world

Creating with Materials

- **Continue** to create lines / circles
 - ⇒ Using a range of different media chunky markers / colouring pencils / chunky chalks / crayons
 - **Continue** to explore different ways of painting
 - ⇒ Hands / fingers
 - ⇒ Sponges / loose parts / fruit
 - ⇒ Variety of brush sizes
 - **Begin** to create enclosed shapes to represent self
 - ⇒ Body / face... lines / circles
 - ⇒ Using a range of different media
 - **Begin** to make snips in paper using safety scissors
 - **Begin** to give meaning to drawings / marks
 - Explore a wider variety of collage materials
- ### Being Imaginative & Expressive
- Engage in simple pretend play
 - ⇒ Home corner

	<p>around them</p> <ul style="list-style-type: none">⇒ Sounds / movement / people / objects / sensations / emotions (theirs and others)■ Begin to make some different sounds with instruments<ul style="list-style-type: none">⇒ Shake / bang / tap■ Make movements to music<ul style="list-style-type: none">⇒ With their body⇒ Exploring ribbons and streamers■ Explore making sounds with their body<ul style="list-style-type: none">⇒ Clap / tap / stamp	<ul style="list-style-type: none">⇒ Small World■ Make models using imagination<ul style="list-style-type: none">⇒ Construction⇒ Small World■ Begin to listen with increased attention to different sounds<ul style="list-style-type: none">⇒ Using body parts.... Clap / stamp■ Continue to sing a simple song /<ul style="list-style-type: none">⇒ recite some simple well known Nursery Rhymes■ Begin to play some simple instruments with increasing control<ul style="list-style-type: none">⇒ Loud / quiet■ Begin to make repeated sounds with their body<ul style="list-style-type: none">⇒ Clap / tap / stamp■ Make movements in response to music
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