



## Holy Family Primary School



### Early Years (Nursery & Reception) Topics Overview

2022-23 Cycle A

2023-2024 Cycle B

***We follow children's own interests and the following topics and themes are interwoven around their own ideas and interests***

Main topic	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
<p><b>Nursery and Reception:</b></p> <p><b>All 7 Areas of Learning and Development:</b> Our general themes are led by our RE programme 'Come and See'.</p>	<p><b>A-Myself</b></p> <p><b>B-Families</b></p>	<p><b>A-Birthday</b></p> <p><b>B-Waiting</b></p>	<p><b>A-Celebrating</b></p> <p><b>B-Gathering</b></p>	<p><b>A-Growing</b></p> <p><b>B-Change</b></p>	<p><b>A-Friends</b></p> <p><b>B-Special People</b></p>	<p><b>A-Our World</b></p> <p><b>B-Neighbours</b></p>
<p><b>Literacy</b></p> <p><b>Reception ONLY:</b></p> <p>Themes are predominately led from our Literacy programme: 'Literacy Tree'</p> <p><b>N &amp; R</b></p>	<p><b>Focussed books:</b></p> <p>BASELINE</p> <p>'I am Henry Finch'</p>	<p><b>Focussed books:</b></p> <p>'So much'</p> <p>'Halibut Jackson'</p>	<p><b>Focussed books:</b></p> <p>'The Magic Paintbrush'</p> <p>'Bringing the rain to Kapiti Plain'</p>	<p><b>Focussed books:</b></p> <p>'The Tiny Seed'</p> <p>'Little Red'</p>	<p><b>Focussed books:</b></p> <p>'I will not never ever eat a tomato'</p> <p>'The Night Pirates'</p>	<p><b>Focussed books:</b></p> <p>'Oi! Frog!'</p> <p>Transition to Year 1</p>
	<p><b>Traditional Tale Focus:</b></p> <p>'Goldilocks and the Three Bears'</p>	<p><b>Traditional Tale Focus:</b></p> <p>'The Three Little Pigs'</p>	<p><b>Traditional Tale Focus:</b></p> <p>'Little Red Riding Hood'</p>	<p><b>Traditional Tale Focus:</b></p> <p>'Jack and the Beanstalk'</p>	<p><b>Traditional Tale Focus:</b></p> <p>'The Gingerbread Man'</p>	<p><b>Traditional Tale Focus:</b></p> <p>'The Princess and the Frog'</p>

<b>Nursery:</b>	<b>Focussed books:</b> 'Hippo wears a hat'  'Peace at Last'	<b>Focussed books:</b> 'Owl Babies'  ''The Gruffalo's Child'	<b>Focussed books:</b> 'Alien's love Underpants'  'Elmer'	<b>Focussed books:</b> 'We're going on a Bear Hunt'  'The Tiger who came for Tea'	<b>Focussed books:</b> 'Superworm'  'What the Ladybird Heard'	<b>Focussed books:</b> 'Dear Zoo'  'The Hungry Caterpillar''
<b>Maths (Nursery) Linked to White Rose Maths – (Reception) White Rose Maths – Reception Only</b>	Consolidate 1-3 Finger counting to 5 Symbols and marks Problem solving up to 5 Position Location/routes Pattern  <b>Getting to Know you:</b> Baseline  <b>Just like me:</b> Match and sort Compare amounts Compare size mass and capacity Exploring patterns	Counting Ordering Finger counting to 5 Symbols and marks Problem solving up to 5 2 and 3D shapes Comparing with measures  <b>It's me 1,2,3:</b> Representing, comparing & composition of 1,2,3 Circles and Triangles Positional language Subitising  <b>Light and dark:</b> Representing numbers to 5 One more and less Shapes with 4 sides Time	Pattern Counting Finger numbers to 5 Symbols and marks Comparing quantities 2 and 3D shape Sequencing  <b>Alive in 5:</b> Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass & capacity Balancing numicon  <b>Growing 6,7,8:</b> 6,7 & 8 Making pairs Combining 2 groups Length & height / time Ten frames	Subitising Ordering Sorting and matching Finger numbers to 5 Symbols and marks Comparing quantities  <b>Building 9 &amp; 10:</b> 9 & 10 Comparing numbers to 10 Bonds to 10 3d shape Pattern  <b>Consolidation:</b> Subitising Counting Composition	Solving problems up to 5 Subitising Comparing measures Symbols and marks Comparing quantities Counting Sequencing  <b>To 20 and beyond:</b> Building numbers beyond 10 Counting patterns beyond 10 Number bonds 10 - 20 Match, rotate, manipulate  <b>First, then and now:</b> Adding more Taking away Compose & decompose	Counting position Routes/locations Sequencing Solving problems beyond 5 pattern comparing measure  <b>Find my pattern:</b> Doubling Sharing & grouping Even and odd Counting system  <b>On the move:</b> Deepening understanding of the counting system doubling Patterns & relationships
Example of Themes we may use within these areas of learning:	<b>Children's own interests through 'In the moment planning' AND...</b>	<b>Children's own interests through 'In the moment planning' AND...</b>	<b>Children's own interests through 'In the moment planning' AND...</b>	<b>Children's own interests through 'In the moment planning' AND...</b>	<b>Children's own interests through 'In the moment planning' AND...</b>	<b>Children's own interests through 'In the moment planning' AND...</b>
<b>Personal, Social, Emotional Development (N&amp;R)</b>	Making Friends Understanding routines & promises	Develop decision making. Taking turns	Respecting each other in their play, compromise, negotiation	Learning about disappointment and losing at games. Empathy for others	Showing care for animals.	Getting ready for change (N-R / R-Y1)
<b>Communication &amp; Language (N&amp;R)</b>	Show & Share Talking & Listening	Listen to adults & Peers. Talk about family customs	Discuss our favourite stories	Circle time discussing emotions how to solve problems	Increase self-esteem talking about their achievements	Talking about change (N-R / R-Y1)

<b>Physical Development (N &amp; R)</b>	Playdough – pinching, pushing, squeezing, cutting	Funky Fingers	Spatial awareness Positional language	Travel with confidence under, over and around	Risk taking with equipment outdoors	Sports Day preparations
<b>PE (Reception)</b>	Me and Myself	Movement and Development	Working with others	Dance	Fun and games	Throwing and catching (inc Sport's Day)
<b>Understanding The World (N&amp;R)</b>	Autumn/ my family/ my house/where I live	Winter /Daily routines/ Changes in weather & environments	Investigating ice. Chinese New Year/ Famous People	Spring/ Animals and their babies / Growing Up	Observing mini-beasts and other animals & species	Summer, countries /holidays & seaside
<b>Nursery</b>	<i>Computing:</i> Mandatory skills	<i>Computing:</i> Mandatory skills	<i>Computing:</i> Digital Literacy	<i>Computing:</i> Digital Literacy	<i>Computing:</i> Information Technology	<i>Computing:</i> Computer Science
<b>Reception</b>	<u>My online Life</u> (Digital Literacy)	<u>Talking Technology</u> (Information Technology)	<u>Nursery Rhyme Coding</u> (Computer Science)	<u>Technology &amp; Me</u> (Digital Literacy)	<u>Animal Safari</u> (Information Technology)	<u>Robots</u> (Computer Science)
<b>Expressive Arts and Design (N&amp;R)</b>	Gross motor skills/ painting/drawing	Chalking/cutting & sticking/colour mixing	Collage, rubbings, moulding/textures	Chalking/cutting & sticking/colour mixing	Collage/rubbings, moulding/textures	Fine motor skills/painting/ drawing
	Action songs and rhymes	Rhythm	Sounds	Animal sounds & songs	The world around us	National Anthems
<b>Example of yearly themes/events:</b>	MacMillan's Day /Grandparent's Day/Halloween/ Roald Dahl, Judaism	Bonfire Night/Diwali/ Remembrance Day/St Andrew's Day/Christmas/ Advent	Martin Luther King Day Mother's Day. Islam	St David's Day/St Patrick's Day/Shrove Tuesday and Ash Wednesday/ Easter/ Shakespeare week/Hinduism	Summer/World Book Day/Queen's Birthday/St George's Day/Earth Day/Sikhism	Summer/Father's Day/Graduation

-In Foundation Stage (Nursery and Reception classes) our aim is to plan learning **'which ensures a relevant, motivating, flexible and interesting curriculum.**

**Children's own interests and purposes are instrumental to successful learning',**

*Early Years Foundation Stage Profile (2020 handbook)*

Themes and topics in all areas of learning are differentiated appropriately to ensure progression from Nursery into Reception.

Themes may change over the year.

**Progression of Key skills and intended activities based on Topic Overview**

**AUTUMN 1a**

<b>CL</b>		<b>PSED</b>		<b>PD</b>	
<p><b>In Nursery...</b></p> <ul style="list-style-type: none"> <li>• begin to follow simple instructions</li> <li>• Share our favourite stories</li> <li>• Begin to build up a repertoire of familiar songs and rhymes</li> <li>• Begin to engage in conversation with peers and adults</li> <li>• Learn some simple words to talk about families and autumn.</li> <li>• Learn to listen carefully.</li> </ul>	<p><b>In Reception...</b></p> <ul style="list-style-type: none"> <li>• Become familiar with some of our favourite stories and begin talking about the settings and the characters</li> <li>• Begin to build a bank of specific vocabulary when talking about families and autumn</li> <li>• Enhance their repertoire of songs and rhymes</li> <li>• Begin to share non-fiction books</li> <li>• Listen carefully in small and large group situations</li> <li>• Speak in simple sentences</li> </ul>	<p><b>In Nursery...</b></p> <ul style="list-style-type: none"> <li>• Begin to follow the Nursery rules and routines with support</li> <li>• Learn to share resources with others</li> <li>• Become more confident with unfamiliar people</li> <li>• Begin to play with one other child and a new friend</li> <li>• Begin to accept praise for things they have done</li> </ul>	<p><b>In Reception...</b></p> <p>Begin to follow Reception rules and routines</p> <p>*Learn to share resources with others showing understanding of sharing</p> <ul style="list-style-type: none"> <li>• Begin to take turns with occasional adult support</li> <li>• Join in a growing range of activities with new friends</li> <li>• Interact with a circle of friends</li> </ul>	<p><b>In Nursery...</b></p> <p>Develop their gross motor skills by riding scooters and trikes</p> <ul style="list-style-type: none"> <li>• Use large muscle movements when manipulating malleable materials with support</li> <li>• Begin to use simple one handed tools</li> <li>• Be able to take off their coats with some support</li> <li>• Be able to say when they need the toilet</li> </ul>	<p><b>In Reception...</b></p> <ul style="list-style-type: none"> <li>• Have an established dominant hand</li> <li>• Begin to use a range of tools safely and appropriately</li> <li>* Use large muscle movements when manipulating malleable materials</li> <li>* Use the toilet appropriately when they need it.</li> <li>* Be able to take off their coats and shoes with some support</li> <li>* Walk, jump, run and crawl with increasing control</li> </ul>

LIT: Comprehension		LIT: Word Reading		LIT: Writing	
<p><b>In Nursery...</b></p> <p>*Begin to look at books, working front to back, turning the pages carefully</p> <ul style="list-style-type: none"> <li>• Begin to learn new vocabulary related to the Traditional Tale focus and focus book.</li> </ul>	<p><b>In Reception...</b></p> <p>*Retell the Literacy Tree focus book &amp; focus traditional tale</p> <ul style="list-style-type: none"> <li>• Share non-fiction books as a group to understand vocabulary about birds (linked to Literacy Tree book)</li> </ul>	<p><b>In Nursery...</b></p> <p>*Begin to notice some examples of print in the environment</p>	<p><b>In Reception...</b></p> <p>*Set 1 sounds – Group A</p> <ul style="list-style-type: none"> <li>• Read first 16 set 1 sounds</li> <li>• Learn to blend: word time 1.1 to 1.3</li> </ul>	<p><b>In Nursery...</b></p> <p>*Enjoy drawing pictures and making marks</p> <ul style="list-style-type: none"> <li>• Make marks on their pictures to indicate their name</li> </ul>	<p><b>In Reception...</b></p> <p>Writes their name with increasing independence</p> <ul style="list-style-type: none"> <li>• Form the capital letter at the start of their name correctly</li> <li>• Form some recognisable letters</li> <li>• Spell CVC words using Fred Fingers</li> </ul>
<b>MATHS: Number and Numerical Patterns</b>					
<p><b>In Nursery...</b></p> <p><i>Guidance linked to White Rose Maths</i></p> <ul style="list-style-type: none"> <li>• Join in singing numbers songs that involve numbers to 5.</li> <li>• Begin to use numbers when playing.</li> </ul> <p>*Recognising and naming colours</p> <ul style="list-style-type: none"> <li>• Matching objects. (same, different)</li> <li>• Sorting by colour, size and shape.</li> </ul>			<p><b>In Reception...</b></p> <p><i>White Rose Maths 'Getting to know you' baseline (3 weeks)</i></p> <ul style="list-style-type: none"> <li>• Match and sort</li> <li>• Compare Amounts</li> <li>• Introduce 1 2 3</li> <li>• Count objects</li> </ul> <p>Compare size, mass and capacity</p> <ul style="list-style-type: none"> <li>• Exploring pattern</li> <li>• Compare length, weight and capacity.</li> <li>• Continue, copy and create repeating patterns.</li> </ul>		

UW: Past and Present		UW: People, Cultures and Communities	
<p><b>In Nursery...</b></p> <ul style="list-style-type: none"> <li>*Talk about photographs of their families</li> <li>*Sequence family members by age and name (baby, child, adult)</li> </ul>	<p><b>In Reception...</b></p> <ul style="list-style-type: none"> <li>*Begin to talk about their life story and how they have changed</li> </ul>	<p><b>In Nursery...</b></p> <ul style="list-style-type: none"> <li>*Notice differences between people</li> <li>• Make connections between their family and the families of others</li> <li>*Begin to have an awareness of their house and where they live</li> </ul>	<p><b>In Reception...</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community</li> <li>• Name and describe people who are familiar to them</li> <li>• Recognise the differences between themselves and their friends &amp; families (appearance, likes/dislikes, families)</li> <li>*Recognise where they live and their immediate surroundings.</li> </ul>
UW: The Natural World		EAD	
<p><b>In Nursery...</b></p> <ul style="list-style-type: none"> <li>*Explore Autumn season using all their senses</li> <li>• Notice some simple signs of autumn</li> </ul>	<p><b>In Reception...</b></p> <ul style="list-style-type: none"> <li>• Explore Autumn season using all their senses</li> <li>*Talk about signs of autumn</li> <li>* Explore natural Autumn materials with different properties (hard / soft)</li> </ul>	<p><b>In Nursery...</b></p> <ul style="list-style-type: none"> <li>• Learns some key phrases from familiar action songs</li> <li>• Talk about the marks that they have made when drawing and painting</li> <li>• Being to use some shapes and lines when drawing and painting</li> <li>• Explore water paint, with support</li> <li>• Explore blocks and construction sets</li> <li>• Engage in some simple pretend play based on their own experiences</li> <li>• Understand how to use glue to stick materials onto paper</li> </ul>	<p><b>In Reception...</b></p> <ul style="list-style-type: none"> <li>*Sing a range of familiar action and rhyming songs</li> <li>• Begin to move in response to music</li> <li>• Begin to use observation skills to draw things with increasing details (families, friends)</li> <li>• To explore different types of glue for a range of purposes</li> <li>*Explore painting for a purpose.</li> <li>• To begin to take on a different role in play</li> <li>• Use simple blocks and construction sets for a purpose</li> </ul>

**Progression of Key skills and intended activities based on Topic Overview**

**AUTUMN 1b**

<b>CL</b>		<b>PSED</b>		<b>PD</b>	
<p><b>In Nursery...</b></p> <ul style="list-style-type: none"> <li>• Continue to learn to listen carefully in both small and large group situations.</li> <li>*Begin to understand simple questions</li> <li>• Begin to join in with parts of focussed books and other very familiar stories.</li> <li>• Use 4 words when talking about simple family customs / events</li> </ul>	<p><b>In Reception...</b></p> <ul style="list-style-type: none"> <li>• Know why it is important to listen in a range of different contexts</li> <li>• Share their ideas with their friends and a familiar adult</li> <li>• Begin to ask questions to find out more</li> <li>• Use taught vocabulary with growing confidence when playing and talking</li> <li>• Use past tense appropriately when talking about family customs and traditions</li> <li>• Use phrases from Literacy Tree focus book when looking at the books independently.</li> </ul>	<p><b>In Nursery...</b></p> <ul style="list-style-type: none"> <li>*Begin to develop decision making select and use some of their own resources.</li> <li>• Show more confidence in new situations e.g. performing in the Christmas performance.</li> <li>• Begin to extend play ideas and decision making when playing with another child.</li> <li>• Begin to develop an awareness of taking turns with a friend.</li> </ul>	<p><b>In Reception...</b></p> <ul style="list-style-type: none"> <li>• Develop decision making further and more concisely in their independent play.</li> <li>*Build constructive and respectful relationships: sharing, taking turns and cooperating with friends and other peers during independent play.</li> </ul>	<p><b>In Nursery...</b></p> <ul style="list-style-type: none"> <li>*Develop large muscle movements in order to wave scarves and make marks.</li> <li>*Begin to move their fingers in time to music to manipulate malleable materials</li> <li>• Begin to use patterns of movements linked to music.</li> <li>• Begin to use scissors safely to make snips in paper with support</li> <li>• Be able to take off their coats and shoes with some support</li> </ul>	<p><b>In Reception...</b></p> <ul style="list-style-type: none"> <li>*Progress towards a more fluent style of moving, with developing finger control.</li> <li>• Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop fine motor skills using malleable materials so that they can use a range of tools competently, safely and confidently: hold pencil correctly, use scissors with some control and use a knife and fork independently.</li> </ul>

LIT: Comprehension		LIT: Word Reading		LIT: Writing	
<p><b>In Nursery...</b></p> <p>*Begin to name some parts of a book.</p> <ul style="list-style-type: none"> <li>• Begin to engage in some conversations about the stories and books that they have heard.</li> <li>• Learn some new vocabulary linked to focus book / Traditional Tale (Three Bears) and winter themes</li> </ul>	<p><b>In Reception...</b></p> <p>* Use phrases from Literacy Tree focus book when looking at them independently.</p> <ul style="list-style-type: none"> <li>• Begin to pay attention to how rhymes and songs sound</li> </ul> <p>*Talk about and describe characters from familiar books, including Traditional Tale focus (Three pigs)</p>	<p><b>In Nursery...</b></p> <p>*Realise that print carries meaning</p> <ul style="list-style-type: none"> <li>• Spot and suggest rhymes</li> </ul>	<p><b>In Reception...</b></p> <p>*Set 1 sounds Group B</p> <ul style="list-style-type: none"> <li>• Read 25 set 1 sounds</li> <li>• Blend orally</li> <li>• Learn to blend – word time 1.1 to 1.4</li> <li>• Spell using Fred Fingers</li> </ul>	<p><b>In Nursery...</b></p> <p>*Add some marks to their pictures which represent words</p> <ul style="list-style-type: none"> <li>• Engage in pretend writing in their play</li> </ul>	<p><b>In Reception...</b></p> <p>*Form capital letters correctly in words that are important to them e.g. family names</p> <ul style="list-style-type: none"> <li>• Form some recognisable letters</li> <li>• Begin to write simple labels and captions</li> </ul>
<b>MATHS: Number and Numerical Patterns</b>					
<p style="text-align: center;"><b>In Nursery...</b></p> <p><i>Guidance linked to White Rose Maths</i></p> <p>*Begin to learn 1:1 principle</p> <ul style="list-style-type: none"> <li>• Recite numbers in order</li> <li>• Begin to understand the cardinal principle</li> <li>• Compare sets using more and fewer</li> </ul> <p>*Solving simple practical problems through play / role play</p> <p>*Begin to copy and make AB patterns</p> <ul style="list-style-type: none"> <li>• Use the language of size</li> <li>• Begin to talk about the shapes they use when playing</li> <li>• Compare objects according to size, big, little, small, large</li> </ul>			<p style="text-align: center;"><b>In Reception...</b></p> <p><i>White Rose Maths <u>'Its me 1,2,3'</u></i></p> <ul style="list-style-type: none"> <li>• Representing 1,2,3</li> <li>• Comparing 1,2,3</li> <li>• Composition of 1,2,3</li> </ul> <p><b><u>Light and Dark</u></b></p> <ul style="list-style-type: none"> <li>• Representing numbers to 5</li> <li>• One more and less</li> </ul> <p><b>EYFS Framework</b></p> <ul style="list-style-type: none"> <li>• Subitise to 3</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> </ul> <p>*Circles and triangles</p> <ul style="list-style-type: none"> <li>• Positional language</li> </ul> <p>*Shapes with 4 sides</p> <ul style="list-style-type: none"> <li>• Time</li> </ul>		



UW: Past and Present		UW: People, Cultures and Communities	
<p><b>In Nursery...</b></p> <p>* Being to know that things were different before they were born</p>	<p><b>In Reception...</b></p> <p>*Use vocabulary such as in the past, a long time ago</p> <ul style="list-style-type: none"> <li>• Talk about how homes have changed</li> <li>• Comment on images showing home and daily routines in the past</li> </ul>	<p><b>In Nursery...</b></p> <p>* Talk about their own experiences of celebrating Christmas</p> <ul style="list-style-type: none"> <li>• Begin to be aware of how different cultures and people celebrate special times (Diwali)</li> </ul> <p>*Begin to be aware of different countries in the world such as India</p>	<p><b>In Reception...</b></p> <p>*Talk about how people celebrate Christmas around the world</p> <ul style="list-style-type: none"> <li>• Talk about the features of different celebrations for different faiths (Diwali)</li> <li>• Know why different people celebrate different things</li> </ul> <p>*Begin to compare India to where we live</p>
UW: The Natural World		EAD	
<p><b>In Nursery...</b></p> <p>* Recognise and talk about the changes in seasons between Autumn and Winter.</p> <p>*Explore different types of weathers</p> <ul style="list-style-type: none"> <li>• Begin to know that blue shows the sea and green shows the land on a map or globe.</li> </ul>	<p><b>In Reception...</b></p> <ul style="list-style-type: none"> <li>• Talk about and explore the changes between seasons, using key vocabulary.</li> </ul> <p>*Investigate how the different types of weathers can be linked to the different seasons and environments</p> <ul style="list-style-type: none"> <li>• With support, find India and the UK on a world map or globe</li> </ul>	<p><b>In Nursery...</b></p> <p>*Remember some simple songs in their entirety.</p> <ul style="list-style-type: none"> <li>• Play percussion instruments with increasing control exploring rhythm.</li> </ul> <p>*Begin to create closed shapes when drawing/chalking and use them to represent objects with support</p> <p>*Begin to understand how much water is required to mix one colour of powder paint</p> <ul style="list-style-type: none"> <li>• Explore cutting and sticking different materials with support</li> <li>• To show greater control when using a glue stick and glue spreader to stick materials to paper</li> </ul>	<p><b>In Reception...</b></p> <p>*Starting to sing new songs as group, matching pitch, rhythm and melody e.g. Christmas performance.</p> <ul style="list-style-type: none"> <li>• Perform to an audience</li> <li>• Explore rhythm and begin to have an understanding of syllables.</li> </ul> <p>*To use black and white to change the shade of powder paint when mixing.</p> <ul style="list-style-type: none"> <li>• Uses simple cutting tools and sticking techniques competently and appropriately.</li> </ul>

## Progression of Key skills and intended activities based on Topic Overview

### AUTUMN 2a

CL		PSED		PD	
<p><b>In Nursery...</b></p> <p>*Use 4-6 words when talking</p> <ul style="list-style-type: none"> <li>• Begin to enjoy listening to stories and begin to retell them</li> <li>• Continue to expand vocabulary</li> <li>• Begin to understand why questions</li> <li>• Begin to use longer sentences when talking</li> </ul>	<p><b>In Reception...</b></p> <p>*Continue to develop their knowledge of subject specific and every day vocabulary</p> <ul style="list-style-type: none"> <li>• Talk about a range of objects and events in greater detail.</li> <li>• Share their thoughts and ideas with increasing confidence</li> </ul> <p>*Discuss favourite stories using their own words and familiar phrases</p> <ul style="list-style-type: none"> <li>• Begin to use future tense correctly when talking about things that are going to happen</li> </ul>	<p><b>In Nursery...</b></p> <p>*Begin to join others in their play, beginning to demonstrate respect for others.</p> <ul style="list-style-type: none"> <li>• Begin to show an understanding negotiation and of how to solve conflicts with support</li> </ul> <p>*Use talk to solve conflicts</p> <ul style="list-style-type: none"> <li>• Show greater independence in selecting own resources and activities, including compromise between others, if needed</li> </ul>	<p><b>In Reception...</b></p> <p>*Showing a respect for others.</p> <p>*Show an understanding negotiation and of how to solve conflicts with increasing independence</p> <p>*Compromise and negotiate on a regular basis.</p>	<p><b>In Nursery...</b></p> <ul style="list-style-type: none"> <li>• Begin to show increased control on moving in different ways such as skipping, hopping, balancing, crawling, walking and running</li> </ul> <p>*Negotiating space and balance on large climbing equipment with some support</p> <p>*Simple activities involving positional language through play.</p> <ul style="list-style-type: none"> <li>• Demonstrate greater control when using pencils</li> <li>• Be increasingly independent in their own self care</li> </ul>	<p><b>In Reception...</b></p> <p>*Develop the overall body strength, co-ordination, balance and agility needed to support good spatial awareness.</p> <ul style="list-style-type: none"> <li>• To, spin, rock, tilt, fall, slide and bounce.</li> <li>• Combine different movements with ease and fluency opportunities to move that require quick changes of speed and direction and confident spatial awareness.</li> </ul>

LIT: Comprehension		LIT: Word Reading		LIT: Writing	
<p><b>In Nursery...</b></p> <p>*Engage in longer conversations about the stories that they have had read to them</p> <ul style="list-style-type: none"> <li>• Learn and remember some new vocabulary associated with the books that are read to them including Traditional Tale focus book</li> <li>• Use some of this vocabulary in their play</li> </ul>	<p><b>In Reception...</b></p> <p>*Retell the Literacy Tree focus story/Traditional tale stories using their own words and familiar phrases</p> <ul style="list-style-type: none"> <li>• Show an awareness of rhyming words in familiar rhymes and songs</li> <li>• Listen to and talk about familiar non-fiction books based on winter theme</li> </ul>	<p><b>In Nursery...</b></p> <p>*Begin to recognise words that begin with the same sound</p> <ul style="list-style-type: none"> <li>• Begin to understand that print is read from left to right and top to bottom</li> </ul>	<p><b>In Reception...</b></p> <p>*Read 25 set 1 single letter sounds speedily</p> <ul style="list-style-type: none"> <li>• Blend independently using Phonics Green Word cards – Word Time 1.1 to 1.4</li> <li>• Spell using Fred Fingers</li> </ul>	<p><b>In Nursery...</b></p> <ul style="list-style-type: none"> <li>• Begin to be able to copy some of their name</li> <li>• Begin to be able to use anti-clockwise actions and retrace vertical lines with guidance</li> </ul>	<p><b>In Reception...</b></p> <p>*Begin to combine words to write short phrases</p> <ul style="list-style-type: none"> <li>• Spell words confidently using Fred Fingers</li> <li>• Form letters with increasing accuracy</li> </ul>

**MATHS: Number and Numerical Patterns**

In Nursery...	In Reception...
<p><i>Guidance linked to White Rose Maths</i></p> <p>Number and place value numbers 1,2 and 3.</p> <ul style="list-style-type: none"> <li>• Count to 1,2,3.</li> <li>• Find 1,2,3 objects</li> <li>• Look at the position of 1,2,3 on a number line.</li> <li>• Recognise 1,2,3 numicon and on a dice.</li> <li>• Subitising 1,2,3</li> <li>• Representing 1,2,3 on a 5 frame</li> </ul> <p>*Shape hunts</p> <p>*Weight, comparing heavy and light items (heavy, heavier than, heaviest, light, lighter than, lightest)</p> <ul style="list-style-type: none"> <li>• Compare shapes and use simple language to describe them, count the sides on shapes</li> </ul>	<p><i>White Rose Maths <b>Alive in Five</b></i></p> <ul style="list-style-type: none"> <li>• Introducing zero.</li> <li>• Comparing numbers to 5</li> <li>• Composition of 4 and 5</li> </ul> <p><b><u>Growing 6,7,8</u></b></p> <ul style="list-style-type: none"> <li>• 6,7,8 • Making pairs • Combining 2 groups</li> </ul> <p><b>EYFS Framework</b></p> <ul style="list-style-type: none"> <li>• Subitise to 5</li> </ul> <p>*Comparing mass</p> <ul style="list-style-type: none"> <li>• Compare capacity</li> <li>• Length and height</li> <li>• Time</li> </ul>

UW: Past and Present		UW: People, Cultures and Communities	
<p><b>In Nursery...</b></p> <ul style="list-style-type: none"> <li>• Begin to talk about a famous person (chosen from children's interest/topic)</li> <li>* Begin to recognise their own life-story and family history.</li> </ul>	<p><b>In Reception...</b></p> <ul style="list-style-type: none"> <li>• Talk about and explore a famous person (chosen from children's interest/topic). Identify key features of famous person, where/when they lived, what they are famous for etc</li> <li>• Recognise and explore the traditions of Chinese New Year celebrations from the past – how are they celebrated today?</li> </ul>	<p><b>In Nursery...</b></p> <ul style="list-style-type: none"> <li>* Share stories about how Chinese New Year is celebrated</li> <li>• Know that people in different countries have different celebrations</li> </ul>	<p><b>In Reception...</b></p> <ul style="list-style-type: none"> <li>*Find out about how Chinese New Year is celebrated around the world including the UK</li> <li>• Find out how the lives of people in China are the same and different to ours</li> </ul>
UW: The Natural World		EAD	
<p><b>In Nursery...</b></p> <ul style="list-style-type: none"> <li>*Find the North Pole and the South Pole on globe with support</li> <li>• Participate in simple experiments to investigate what happens when ice melts.</li> <li>*Talk about the changes that happen when something melts or freezes</li> <li>• Find out about, and name, some of the animals that live in the Arctic</li> <li>• Talk about the weather in winter</li> </ul>	<p><b>In Reception...</b></p> <ul style="list-style-type: none"> <li>*Find and name the Arctic and Antarctic on a globe</li> <li>• Participate in simple experiments to investigate what happens when ice melts - talk about and record why something melts or freezes and the change that happen</li> <li>• Make observations of the animals that live in the Arctic &amp; talk about what makes them special</li> <li>• Begin to know the difference between a map and a globe</li> <li>• Find China on a world map with help</li> </ul>	<p><b>In Nursery...</b></p> <ul style="list-style-type: none"> <li>*Sing a range of songs and nursery rhymes considering sound, pitch and melody</li> <li>• Continue to explore different instruments, exploring the differing sounds that can be produced.</li> <li>• Explore a range of materials with independence</li> <li>• Engage in various activities to explore and support rubbing, collage, texture and moulds.</li> <li>• Begin to draw and paint using lines and shapes to represent objects</li> </ul>	<p><b>In Reception...</b></p> <ul style="list-style-type: none"> <li>• Move to music in time, thinking of space.</li> <li>• Explore and engage in music making and have a simple understanding of a beat and sound.</li> <li>• Share creative ideas with peers and begin to work together, sharing skills.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• To use paints, pastels and other resources to create observational drawings.</li> <li>• Engage in various activities to refine and support rubbing, collage, texture and moulds.</li> <li>*To be able to safely construct with a purpose and evaluate their designs.</li> </ul>

## Progression of Key skills and intended activities based on Topic Overview

### AUTUMN 2b

CL		PSED		PD	
<p><b>In Nursery...</b></p> <p>*Begin to enjoy listening to longer stories and be able to retell some of them</p> <ul style="list-style-type: none"> <li>• Begin to understand 2 part instructions with support.</li> <li>• Use 4-6 words when talking.</li> </ul> <p>*Begin to recognise and talk about their emotions.</p> <p>*Use language with their peers to help solve simple problems.</p>	<p><b>In Reception...</b></p> <p>*Use taught vocabulary with confidence when talking and playing</p> <ul style="list-style-type: none"> <li>• Listen attentively in a greater range of contexts</li> <li>• Be able to talk about their thoughts and ideas and emotions using longer sentences</li> <li>• Begin to use a range of tenses when speaking amongst a group of friends</li> <li>• Talk about familiar stories in greater detail</li> <li>• Use language with their peers to help solve simple problems.</li> </ul>	<p><b>In Nursery...</b></p> <p>*Continue to develop their independence in selecting their resources and activities</p> <ul style="list-style-type: none"> <li>• Begin to accept responsibility for carrying out tasks in the setting</li> <li>• Develop appropriate ways of showing empathy</li> </ul> <p>*Participating in circle and group games, with emphasis on losing – how do we feel? What is disappointment?</p> <p>* Engaging in activities aimed at working alongside others – developing empathy for others – how would they feel?</p>	<p><b>In Reception...</b></p> <p>Know and talk about the different factors that support their overall health and wellbeing</p> <ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of challenge - develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty.</li> </ul>	<p><b>In Nursery...</b></p> <ul style="list-style-type: none"> <li>• Explore a range of equipment for different purposes</li> <li>• Show confidence in putting own their own coat</li> <li>• Be able to use different ways of moving such as galloping, slithering etc</li> <li>• Be able to balance on one leg</li> </ul> <p>*Developing movement around simple equipment, including traveling over, above and below equipment.</p>	<p><b>In Reception...</b></p> <p>*Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>

LIT: Comprehension		LIT: Word Reading		LIT: Writing	
<p><b>In Nursery...</b></p> <p>*Engage in longer conversations about the stories that they have had read to them</p> <ul style="list-style-type: none"> <li>• Learn and remember some new vocabulary associated with the books that are read to them</li> <li>• Use some of this vocabulary in their play</li> </ul>	<p><b>In Reception...</b></p> <p>*Talk about familiar stories in greater detail (character, settings)</p> <ul style="list-style-type: none"> <li>• Begin to predict what might happen next in stories</li> <li>• Begin to suggest an appropriate rhyming word to complete a phrase from a familiar rhyme or song</li> </ul>	<p><b>In Nursery...</b></p> <p>*Begin to understand that print can have different purposes</p> <ul style="list-style-type: none"> <li>• Show increasing knowledge of rhyme</li> </ul>	<p><b>In Reception...</b></p> <p>*Ditties PCM</p> <ul style="list-style-type: none"> <li>• Set 1 Special Friends Read words with Special Friends – word time 1.5 and 1.6</li> <li>• Read Word Times 1.1 – 1.4</li> <li>• Read 3-sound nonsense words</li> <li>• Spell using Fred Fingers</li> </ul>	<p><b>In Nursery...</b></p> <p>*Use 'writing' in play showing an increasing awareness of where writing starts on a page</p> <ul style="list-style-type: none"> <li>• Copy some of the letters from their name using some correct formation</li> </ul>	<p><b>In Reception...</b></p> <p>*Spell a range of words using single sounds and taught special friends</p> <ul style="list-style-type: none"> <li>• Form letters with increasing accuracy</li> <li>• Write simple phrases with increasing confidence, using Fred Fingers to help sound out words</li> </ul>

**MATHS: Number and Numerical Patterns**

In Nursery...	In Reception...
<p><i>Guidance linked to White Rose Maths</i></p> <p>*numbers 1,2 and 3.</p> <ul style="list-style-type: none"> <li>• Count to 1,2,3.</li> <li>• Find 1,2,3 objects</li> <li>• Look at the position of 1,2,3 on a number line.</li> <li>• Recognise 1,2,3 numicon and on a dice.</li> <li>• Subitising 1,2,3</li> <li>• Representing 1,2,3 on a 5 frame</li> </ul> <p>*Use the language of height and length (longer, shorter, taller, shorter, wider, narrower)</p> <ul style="list-style-type: none"> <li>• Compare objects by size and height</li> <li>• Begin to name some shapes</li> </ul>	<p><i>White Rose Maths Building 9 and 10</i></p> <ul style="list-style-type: none"> <li>• 9 and 10</li> <li>• Comparing numbers to 10</li> <li>• Bonds to 10. EYFS Framework</li> <li>• Count beyond ten.</li> <li>• Compare numbers- 'more than', 'less than', 'fewer', 'the same as', 'equal to'</li> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for numbers 0–5 and some to 10.</li> </ul> <p>*3d shape</p> <ul style="list-style-type: none"> <li>• Pattern</li> </ul>

UW: Past and Present		UW: People, Cultures and Communities	
<p><b>In Nursery...</b></p> <ul style="list-style-type: none"> <li>• Talk confidently about their personal experiences of birthdays and birthday parties that happened in the past</li> </ul>	<p><b>In Reception...</b></p> <ul style="list-style-type: none"> <li>• Talk confidently about their personal experiences of birthdays &amp; weddings using language of past and present.</li> <li>• Talk about members of their immediate family and community.</li> </ul>	<p><b>In Nursery...</b></p> <ul style="list-style-type: none"> <li>* Begin to show an understanding that not all people or families are the same or celebrate things in the same way such as birthdays and Easter</li> </ul>	<p><b>In Reception...</b></p> <ul style="list-style-type: none"> <li>*Find out how people with different beliefs celebrate Easter / spring / birthdays</li> <li>• Know that people celebrate spring in different ways</li> <li>• Know that some places are special to people in their community</li> </ul>
UW: The Natural World		EAD	
<p><b>In Nursery...</b></p> <ul style="list-style-type: none"> <li>* Recognise and talk about the changes in seasons between winter and spring.</li> <li>* Recognise how spring is called new life and how baby animals are born.</li> <li>* Match animals to their babies</li> </ul>	<p><b>In Reception...</b></p> <ul style="list-style-type: none"> <li>• Talk about and explore the changes between seasons, using key vocabulary.</li> <li>* Recognise how spring is called new life and how baby animals are born.</li> <li>* Match animals to their babies, identifying key features and similarities.</li> <li>*Identify animals from different parts of the world.</li> <li>*Examine simple life cycles</li> </ul>	<p><b>In Nursery...</b></p> <ul style="list-style-type: none"> <li>• Begin to draw and paint with increasing complexity and detail</li> <li>• Sings a simple selection of animal songs and nursery rhymes considering pitch and melody</li> <li>• Continue to explore different instruments</li> <li>• Continue to develop their knowledge of cutting and how to join different materials using tape and glue</li> <li>• Explore a range of materials with independence</li> </ul>	<p><b>In Reception...</b></p> <ul style="list-style-type: none"> <li>• Use tools and techniques with increased care and precision.</li> <li>• To mix a range of colours using a colour mixing chart.</li> <li>• To plan, carry out and evaluate and change where necessary.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• To identify and select resources and tools to achieve a particular outcome.</li> <li>• Sings a range of animal songs and nursery rhymes considering pitch and melody</li> </ul>

## Progression of Key skills and intended activities based on Topic Overview

### AUTUMN 3a

CL		PSED		PD	
<p style="text-align: center;"><b>In Nursery...</b></p> <ul style="list-style-type: none"> <li>*Show greater confidence in retelling both familiar and longer stories</li> <li>• Be able to start a conversation with other children and adults to increase and support self-esteem.</li> <li>• Begin to be able to use talk about their achievements</li> <li>• Begin to understand two part instructions and questions</li> </ul>	<p style="text-align: center;"><b>In Reception...</b></p> <ul style="list-style-type: none"> <li>• Describe events in some detail, including talking about their own achievements.</li> <li>• Begin to ask questions to gain a better understanding / clarify their thinking</li> <li>• Begin to use connectives to connect their ideas when speaking</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers, supporting and enhancing their self-esteem.</li> </ul>	<p style="text-align: center;"><b>In Nursery...</b></p> <ul style="list-style-type: none"> <li>*Increasingly follow the rules and understand why they are important</li> <li>• Begin to play with more than one child</li> <li>• Extend own play ideas</li> <li>• Talk about and recognise simple ways to help look after their pets.</li> </ul>	<p style="text-align: center;"><b>In Reception...</b></p> <ul style="list-style-type: none"> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</li> <li>• Recognise simple ways to help look after their pets.</li> <li>*Showing empathy to animals – looking after animals – RSPCA and other animal charities</li> </ul>	<p style="text-align: center;"><b>In Nursery...</b></p> <ul style="list-style-type: none"> <li>*Use a dominant hand.</li> <li>• Use a tripod grip when holding pens and pencils</li> <li>• To be able to put on their own coat and attempt to fasten it</li> <li>• Continue to explore different tools and begin to choose the right tool for a purpose with support</li> <li>*Develop a sense of risk and risk taking.</li> <li>*Begin to take sensible risks when engaged in active play and outdoor equipment, with support.</li> </ul>	<p style="text-align: center;"><b>In Reception...</b></p> <ul style="list-style-type: none"> <li>*Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Continue to develop and refine independent sense of risk and risk taking during independent play.</li> <li>*Develop sense of simple self-risk assessment when engaged with outdoor equipment</li> </ul>



LIT: Comprehension		LIT: Word Reading		LIT: Writing	
<p><b>In Nursery...</b></p> <p>*Listen to and retell more complex stories</p> <ul style="list-style-type: none"> <li>• Use these more complex stories to begin to learn a wider range of vocabulary</li> </ul>	<p><b>In Reception...</b></p> <p>*Begin to 'clap out' longer, interesting words in familiar rhymes and songs</p> <ul style="list-style-type: none"> <li>• Continue to explore non-fiction texts linked with new knowledge and vocabulary linked to children's interests</li> <li>• Sequence events from familiar stories including traditional tale focus.</li> </ul>	<p><b>In Nursery...</b></p> <p>*Begin to recognise some of the pictures associated with set 1 sounds</p> <ul style="list-style-type: none"> <li>• Begin to listen carefully when some words are said in Fred talk</li> </ul>	<p><b>In Reception...</b></p> <p>*Red Ditty Books</p> <ul style="list-style-type: none"> <li>• Review set 1 sounds (reading only)</li> <li>• Read 4/5 sound words – word time 1.6 &amp; 1.7</li> <li>• Read 3/4 sound nonsense words • Spell using Fred Fingers</li> </ul>	<p><b>In Nursery...</b></p> <p>*Be able to write some of their name</p> <ul style="list-style-type: none"> <li>• To be able to form some letters correctly</li> </ul>	<p><b>In Reception...</b></p> <p>*Be able to form lower-case and some capital letters correctly</p> <ul style="list-style-type: none"> <li>• To begin to write simple sentences that can be read by others</li> <li>• Begin to spell some common exception words correctly</li> </ul>
<b>MATHS: Number and Numerical Patterns</b>					
<p><b>In Nursery...</b></p> <p><i>Guidance linked to White Rose Maths</i></p> <p>*Continue to develop the ability to subitise up to 5</p> <ul style="list-style-type: none"> <li>• Gain accuracy with 1:1 correspondence when counting larger sets</li> <li>• Use the cardinal principle with more consistency</li> <li>• Show finger numbers to 5</li> <li>• Begin to link numerals and amounts to 5</li> </ul> <p>*Properties of shapes using words such as straight, flat, round, curved etc.</p> <ul style="list-style-type: none"> <li>• Simple positional language-in on under up down across in front of behind on top of etc</li> </ul>			<p><b>In Reception...</b></p> <p><i>White Rose Maths To 20 and beyond</i></p> <ul style="list-style-type: none"> <li>• Building numbers</li> <li>• Beyond 10</li> <li>• Counting patterns</li> <li>• <b>First Then Now</b></li> <li>• Adding More</li> <li>• Taking Away</li> </ul> <p><b>EYFS Framework</b></p> <ul style="list-style-type: none"> <li>• Subitise (recognise quantities without counting) up to 10;</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> <li>• Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> </ul>		

UW: Past and Present		UW: People, Cultures and Communities	
<p><b>In Nursery...</b></p> <ul style="list-style-type: none"> <li>• Talk confidently about their personal experiences of Nursery, recognising events and activities participated in the past.</li> </ul>	<p><b>In Reception...</b></p> <ul style="list-style-type: none"> <li>• Talk confidently about their personal experiences of Reception, using the large timeline, recognising events and activities participated in the past.</li> <li>*Use key vocabulary to distinguish between past, present and future.</li> </ul>	<p><b>In Nursery...</b></p> <ul style="list-style-type: none"> <li>* Show an interest in different occupations involving animals / mini-beasts (farmers, vets, zookeepers)</li> </ul>	<p><b>In Reception...</b></p> <ul style="list-style-type: none"> <li>*To use non-fiction books to look at animals / mini-beasts in our local and broader environment.</li> </ul>
UW: The Natural World		EAD	
<p><b>In Nursery...</b></p> <ul style="list-style-type: none"> <li>*Understand the differences between large animals &amp; min-beasts</li> <li>• Know about the lifecycle of a butterfly</li> <li>• Care for simple mini-beasts in our Bug Hotel</li> <li>• Know the name of some of the parts of a butterfly</li> <li>• Compare the difference between spring and summer.</li> </ul>	<p><b>In Reception...</b></p> <ul style="list-style-type: none"> <li>*Can talk about the life cycle of a frog using appropriate vocabulary</li> <li>• Talk about how we can care for animals and mini-beasts where we live</li> <li>• Know the names of parts of a frog</li> <li>• Talk about the seasons change and how this impacts on when things grow</li> <li>• Compare the difference between autumn, winter, spring and summer. <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and mini-beasts</li> </ul> </li> <li>• Care for simple mini-beasts in our Bug Hotel</li> </ul>	<p><b>In Nursery...</b></p> <ul style="list-style-type: none"> <li>*Explore how instruments from other countries can be used to create different sounds.</li> <li>• Make up their own songs based on a familiar one</li> <li>• Show greater independence in using collage and textures</li> <li>• Explore textures with support</li> <li>• Continue to draw with greater complexity and detail</li> <li>• Develop own ideas about which materials to use and what to make <ul style="list-style-type: none"> <li>• Develop own ideas when choosing different techniques, including rubbings and collage</li> </ul> </li> </ul>	<p><b>In Reception...</b></p> <ul style="list-style-type: none"> <li>• Problem solve and reflect on their designs and creations.</li> <li>• Encourage children to choregraph their own dances and music in time to world music.</li> <li>• Independently use tools and techniques including rubbings, collage, mouldings to increased care and precision.</li> <li>• To use their knowledge of collage and textures to mix a range of materials.</li> <li>• To use what they have learnt about media and materials in an original way and be able to explain their choices.</li> <li>• To be able to safely construct with a purpose and evaluate their designs.</li> </ul>

**Progression of Key skills and intended activities based on Topic Overview**

**AUTUMN 3b**

<b>CL</b>		<b>PSED</b>		<b>PD</b>	
<b>In Nursery...</b>	<b>In Reception...</b>	<b>In Nursery...</b>	<b>In Reception...</b>	<b>In Nursery...</b>	<b>In Reception...</b>
<p>*Show confidence in talking about a variety of stories</p> <ul style="list-style-type: none"> <li>• Use a good range of vocabulary</li> <li>• Show greater confidence in understand two part instructions and questions</li> <li>• Show greater confidence in understanding why questions</li> <li>• Be able to express a point of view</li> <li>• Engage in conversation with both adults and children about Nursery and moving to Reception</li> </ul>	<p>*Listen attentively and respond to what they hear when being read to and in whole class discussions</p> <ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their understanding</li> <li>• Participate in discussions in a range of different contexts, particularly regarding change and transition to Year 1</li> <li>• Express their ideas and feelings about their experiences in Reception using full sentences, including use of past, present and future tenses and making use of conjunctions, with support .</li> </ul>	<p>*Play in a group extending play ideas</p> <ul style="list-style-type: none"> <li>• Remember the rules without an adult needing to remind them</li> <li>• Show an understanding of how others are feeling</li> </ul> <p>*Recognise simple emotions relating to change and moving on – excited, scared, happy</p> <p>*Talk about how they feel about starting Reception.</p>	<p>*Recognise simple emotions relating to change and moving on – excited, scared, happy, worried, shy,</p> <p>*Talk about how they feel about starting Year 1.</p> <p>*Share their thoughts with others</p> <p>*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour</p> <ul style="list-style-type: none"> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly</li> </ul>	<p>*Show a preference for a dominant hand</p> <ul style="list-style-type: none"> <li>• Use a tripod grid when holding pens and pencils</li> <li>• Be able to put on their own shoes</li> <li>• Choose the right resources to carry out a task and use them safely</li> <li>• Be able to use and remember sequences of movements when moving to music</li> </ul> <p>*Practise taking turns and taking part in simple competitive games and races in sports day, reinforcing a range of physical skills and development.</p>	<p>*Negotiate space and obstacles safely, with consideration for themselves and others</p> <ul style="list-style-type: none"> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve different sized balls.</li> <li>• Introduce children to balls games with teams, rules and targets.</li> <li>• Begin to show accuracy and care when drawing.</li> <li>• To form letters accurately and with speed.</li> </ul> <p>*Practise taking turns and taking part in simple competitive games and races in sports day, reinforcing a range of physical skills and development.</p>

LIT: Comprehension		LIT: Word Reading		LIT: Writing	
<p><b>In Nursery...</b></p> <p>*Listen to and retell more complex stories</p> <ul style="list-style-type: none"> <li>• Use these more complex stories to begin to learn a wider range of vocabulary</li> </ul>	<p><b>In Reception...</b></p> <p>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <ul style="list-style-type: none"> <li>• Anticipate – where appropriate – key events in stories</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems</li> </ul>	<p><b>In Nursery...</b></p> <p>*Continue to recognise some of the pictures associated with set 1 sounds</p> <ul style="list-style-type: none"> <li>• Continue to listen carefully when some words are said in Fred talk</li> </ul>	<p><b>In Reception...</b></p> <p>Green / purple story books</p> <ul style="list-style-type: none"> <li>• Read set 2 sounds and Phonics Green Words</li> <li>• Read Phonics Green Words and build speed</li> <li>• Read nonsense words</li> <li>• Spell using Fred Fingers</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<p><b>In Nursery...</b></p> <p>*To be able to write their name</p> <ul style="list-style-type: none"> <li>• To form some letters correctly</li> <li>• To use some letters in their early writing when playing</li> </ul>	<p><b>In Reception...</b></p> <p>*Write short sentences that can be read by others.</p> <ul style="list-style-type: none"> <li>• Use a capital letter and full stop when writing sentences.</li> <li>• Re-read their writing to check that it makes sense.</li> <li>• Spell a range of common exception words with increasing accuracy</li> </ul>
<b>MATHS: Number and Numerical Patterns</b>					
<p><b>In Nursery...</b></p> <p><i>Guidance linked to White Rose Maths</i></p> <p>*Continue to develop the ability to subitise up to 5</p> <ul style="list-style-type: none"> <li>• Gain accuracy with 1:1 correspondence when counting larger sets</li> <li>• Consistently use the cardinal principle</li> <li>• Show finger numbers to 5</li> <li>• Begin to link numerals and amounts to 5</li> <li>• Count actions</li> </ul> <p>*Select shapes for a purpose</p> <ul style="list-style-type: none"> <li>• Capacity, comparison of full, empty and half full containers</li> <li>• Begin to sequence events, use first, then , next and last</li> <li>• Explore measuring time</li> </ul>			<p><b>In Reception...</b></p> <p><i>White Rose Maths Find my pattern</i></p> <ul style="list-style-type: none"> <li>• Doubling</li> <li>• Sharing and grouping</li> <li>• Even and odd</li> </ul> <p><b>On the move</b></p> <ul style="list-style-type: none"> <li>• Deepening understanding</li> <li>• Patterns and relationships</li> </ul> <p><b>EYFS Framework</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>• Spatial Reasoning</li> <li>• Visualise and Build</li> <li>• Mapping</li> </ul>		

UW: Past and Present		UW: People, Cultures and Communities	
<p><b>In Nursery...</b></p> <p>*Begin to understand about some significant moments in their history e.g. summer holidays</p> <ul style="list-style-type: none"> <li>• Begin to understand that holidays were different a long time ago, swimming costumes</li> </ul>	<p><b>In Reception...</b></p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between summers in the past and now, drawing on their own experiences.</li> <li>• Understand the past through non-fiction books and artefacts.</li> </ul> <p>*Recognise and talk about how summer holidays were different in the past, e.g. Punch &amp; Judy / fairgrounds etc</p>	<p><b>In Nursery...</b></p> <p>*Explore simple summer holiday destinations and how you can travel to them.</p> <p>* Look at specific country(ies) on a map</p> <ul style="list-style-type: none"> <li>• Explore the seaside – where is it on a simple map</li> </ul>	<p><b>In Reception...</b></p> <ul style="list-style-type: none"> <li>• Recognise and explain some main similarities and differences between summer holidays destinations in this country and in other countries.</li> </ul> <p>*Find focus country(ies) on a map / Google Earth.</p> <p>*Explore the different ways to travel to destinations.</p> <p>*Describe main features of the seaside.</p>
UW: The Natural World		EAD	
<p><b>In Nursery...</b></p> <p>*Begin to show an interest in exploring why things happen, e.g floating and sinking, using sand and water from the beach</p>	<p><b>In Reception...</b></p> <p>*Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experience</p> <ul style="list-style-type: none"> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>In Nursery...</b></p> <p>*Listen to and explore National Anthem and 1 other.</p> <ul style="list-style-type: none"> <li>• Create own song/ mimic National Anthem using variety of musical instruments.</li> <li>• Show greater independence in using powder paint to the correct consistency</li> <li>• Explore colour mixing with support</li> </ul> <p>*Continue to draw with increasing complexity and detail</p> <ul style="list-style-type: none"> <li>• Begin to show emotions when drawing</li> </ul>	<p><b>In Reception...</b></p> <p>* Listen to and explore different National Anthems.</p> <ul style="list-style-type: none"> <li>• Create own song/ mimic National Anthems using variety of musical instruments.</li> </ul> <p>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <ul style="list-style-type: none"> <li>• Share their creations, explaining the process they have used</li> <li>• Explore colour mixing</li> </ul> <p>*Continue to draw with complexity and detail, demonstrating good fine motor control.</p>

