

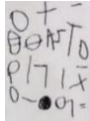
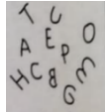


Ark Class EYFS Long Term Plan & Skills Progression 2023-2024

	Autumn 1 (7 wks)	Autumn 2 (7.5 wks)	Spring 1 (7 wks)	Spring 2 (5 wks)	Summer 1 (6 wks)	Summer 2 (7 wks)
Possible theme <i>These may be adapted at various points to allow for children's interests to flow through the provision</i>	All About Me & People Who Help Us <i>(What is special about me? Friendships, transition, people who help us, family and local community)</i>	Celebrations	A journey in Time <i>(dinosaurs, space, under the sea/pirates, transport [Y1 link]...)</i>		How do we grow? <i>(Growth and Change)</i>	Traditional Tales
Focus Text(s)	The Colour Monster Goes to School (3 wks) You Choose (2 wks) Rosie's Walk (2 wks)	Rama & Sita (Diwali) (2 wks) The Gruffalo (CLPE) (2 wks) The Gruffalo's Child (1 wk) The Nativity (2.5 wks)	Owl Babies (2 wks) Mrs Armitage on Wheels (bring your wheels to school day/week?) (2 wks) Hooray for Fish (CLPE) (2 wks) The Darkest Dark (1 wk)	Ten Little Pirates (1 wk) Stomp Dinosaurs Stomp (1 wk) The Train Ride (CLPE) (1 wk) We're Going on a Bear Hunt (2 wks)	Errol's Garden (CLPE) (2 wks) The Runaway Pea (2 wks) Oliver's Fruit Salad (2 wks)	Come On Daisy (2 wks) Little Red Riding Hood (1 wk) Jack and the Beanstalk (2 wks) Goldilocks and the Three Bears (2 wks)
Satellite Text(s)	The Colour Monster Ruby's Worry Super Duper You The Kissing Hand A Little Bit Brave The Day the Crayons Quit Brown Bear, Brown Bear, What Do You See? Each Peach Pear Plum Mr Gumpy's Outing	Pumpkin Soup Egg to Penguin Stick Man The Jolly Postman Paddington's Christmas Post Ten Little Penguins	One Snowy Night Aliens Love Underpants You Can't take an Elephant on the Bus You Can't Let an Elephant Drive a Digger Rainbow Fish Commotion in the Ocean	Dinosaurs Love Underpants Mr Wolf's Pancakes Dinosaurs My Big Book of Transport Dig Dig Digging Pirate's Love Underpants We're Going on a Lion Hunt We're Going on an Egg Hunt The Easter Story	Jasper's Beanstalk A Seed in Need The Tiny Seed Errol's Garden Seed to Sunflower Tadpole's Promise Tadpole to Frog Tad Oliver's Vegetables Handa's Surprise The Very Hungry Caterpillar Growing and Changing	Bug Hotel The Book Time Book of Fantastic First Poems Somebody Crunched Colin Beetle in the Bath Billy's Beetle Incy Wincy Spider What the Ladybird Heard Spinderella The Three Little Pigs The Gingerbread Man The Three Billy Goats Gruff Children's First Cookbook Twisted Fairy Tales Traditional Tale Poetry
'Wow' Moments / opportunities	Birthday, date, weather (take first weather photo) and special events display Measuring height with strings Drawing self-portraits Looking at family photos Favourite songs Feelings display / check in Harvest Time – 1 st Oct Autumn Trail	Finding Gruffalo footprints and characters in the woods Diwali – 12 th Nov Bon-fire Night / Guy Fawkes – 5 th Nov Remembrance Sunday (make a poppy wreath) – 12 th Nov World Science Day – 10 th Nov World Kindness Day – 13 th Nov International Children's Day 20 th Nov Nursery Rhyme Week 13 th – 17 th Nov	New Year Winter Walk RSPB Big Schools Bird Watch – 6 th Jan – 20 th Feb Chinese New Year – 10 th Feb National Storytelling week – 30 th Jan – 7 th Feb Pancake Day / Shrove Tuesday – 13 th Feb Lent – 14 th Feb – 28 th Mar	Spring Walk Tell a Fairy Tale Day World Wildlife Day World Book Day Plant a Flower Day Mother's Day Comic Relief World Recycling Day Oral Health Day World Poetry Day Walk to the park / picnic Planting seeds	National Exercise Day Earth Day Picnic Day Sun Awareness Week Florence Nightingales Birthday Walk to School Week World Bee Day World Turtle Day Grow your own beanstalk! Making our own fruit salad Map work – finding treasure Start of Ramadan Eif	30 Days Wild World Ocean Day Healthy Eating Week Father's Day Insect Week World Refugee Day National Smoothie Day World Rainforest Day Giant footprints, letter from the giant Observe beanstalk growth! Following a map into the woods – just like Little Red

		Odd Socks Day – 13 th Nov Anti-Bullying Week – 13 th – 17 th Nov World Diabetes Day – 14 th Nov Children in Need – 17 th Nov Thanksgiving – 23 rd Nov Hanukah – 7 th – 15 th Dec Nativity Black history Month – 1 st – 31 st Oct World Space Week – 4 th Oct – 10 th Oct	Random Acts of Kindness Week 14 th – 20 th Feb Valentine's Day – 14 th Feb Bring your wheels to school week NSPCC Number Day – 2 nd Feb Making sea creature fossils	Signs of dinosaur visit in classroom Easter Weather experiments Polytunnel and greenhouse growing Frogspawn / frogs / caterpillars / butterflies	Fossil hunt and creation Real life cycle experiences – chicks / caterpillars / tadpoles	Transitions End of term experience – invite parents in for afternoon tea made by children / family picnic How I've grown production and video Comparing height to strings from beginning of the year
Personal, Social and Emotional Development Managing Self – Self Regulation	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 .					
	Transitions Who is in our class? Who is in our school? Circle time – turn taking, sharing Discussions surrounding feelings – The Colour Monster. What makes people happy? How can we make our friends happy? Classroom and outdoor areas exploring Classroom routines Tidying up and looking after our resources	Remembering and following classroom and school rules / routines Increased independence with putting on clothing / coats Support with buttons / zips – encouragement to try What are you thankful for? Snowflake unique pictures Growing in independence – beginning to reject help	Feelings/understanding emotions Questions for owl babies Following and understanding rules Ball games Elaborate play ideas, role play – children's choice Effortful control / sense of responsibility, board games Feelings / how other people feel – using puppets Listening games	Work in a small group on tasks like turn-taking games. Introduce child of the day – compliments. Read facial expressions and body language, extending the vocabulary of emotions Be increasingly able to talk about and manage their emotions Show strategies for staying calm in the face of frustration Understand a more complex understanding of feelings, begin to develop empathy by listening to others Perform confidently, retelling a story Understand the importance of being healthy and eating a balanced diet	Settling back in after our Easter break Social games Following rules – what are they? How can we keep safe? Reminders for tidying up What a tidy one looks like photos Friendships focus Safely exploring emotion Noticing and asking questions about differences such as skin colour, types of hair, gender, SEND and so on. Increasing our independence – using knives to cut fruit for fruit salad. How can we be safe? How can we look after ourselves? Sun safety, dressing ourselves, doing up zips and buttons. Healthy eating – why is it important? Refer to literacy fruit diary for the class.	Discussing our half term – what did we do? Taking turns Circle time activities guessing the mini beast Healthy eating discussions – making healthy snack choices Read Christina Rossetti's poem "Harm no living thing". How should animals be treated? How should we treat other people? All join in with the rhyme 'Incy Wincy Spider' – how do you think Incy was feeling as he went up, got washed out and climbed up again? How would you help him? Group discussions surrounding moving to a new class with new adults. Circle time – guess the minibeast. Chn to give each other clues. Parachute games Transitions Looking back at how far we've come

Physical Development	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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control, and confidence .					
	Whole class snack / milk / lunch times Managing own personal hygiene Dough disco, fine motor activities Threading, cutting, weaving Collaborating to tidy up and moving large items Moving, jumping, balancing, standing on one leg	Whole class snack / milk / lunch times Managing own personal hygiene Funky fingers: Rangoli patterns, name recognition, threading, Christmas decorations, shaving foam patterns Dough disco Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls.	Gross motor activities Moving in different ways outdoors Funky finger fine motor activities Developing a comfortable grip and food control when holding pens and pencils Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle.	Real PE Daily fine motor activities – dough disco, funky finger station Developing a comfortable grip and food control when holding pens and pencils Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Real PE Easel painting area – painting on a vertical surface Gross motor development activities Funky finger fine motor activities – daily dough disco Daily name writing practise Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams.	Preparing for Sports Day Making minibeasts using clay. What features does your mini beast have? How are you going to mould the plasticine with your hands to make those features? Make a spider's web by weaving wool on card. Cutting carefully. Real PE Gross motor activities Writing our name Mark making
Communication and Language	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. A language-rich environment is needed to enhance and encourage the quality conversations children have with adults and peers through the day. 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, storytelling 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 .					
	Daily circle time, rules, routines, listening games, team games Singing familiar nursery rhymes – learning new rhymes Model routines throughout the day Settling in activities Making friends Children talking about experiences that are familiar to them – looking at Tapestry and family photos Colour Monster – feelings, verbal check in Role play from own experiences and stories Nature walk – what can you see / hear?	Singing nursery rhymes Orally retelling stories Role play in role play areas Talk & Writing – retelling story with actions, making marks on story maps / mountains Understand simple instructions like 'give to nanny' or 'stop'. Recognise and point to objects if asked about them.	Discussions surrounding our Christmas break. New Year – what does this mean? What would you like to do this term? Taking turns when speaking and listening Story retelling with props Learning new vocabulary – countries from around the world Bring your wheels to school week – discussions. What has wheels? Walk around school. Discussions surrounding what lives in the ocean, comparing animals in	Discussions surrounding our half term holidays. What did we get up to? What is Shrove Tuesday? Taking turns when speaking and listening. Retelling stories Describing flowers – which is your favourite? What colour is it? Developing conversation. Describing our mums for Mother's Day cards. What is Comic Relief? Acting on longer sentences Understanding a question or instruction that has two parts Discussing oral health Understanding 'why' questions	Discussing our Easter breaks – refer to Tapestry posts. Class mind map. Spring listening and looking walk – what can you hear? What can you see? Learning spring rhymes Observing tadpoles and plants – describing what we see, using new vocabulary learnt. Phonics activities Listening to and discussing longer stories as we make our way through them Discussions surrounding growing and exotic fruits Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Understand simple questions	Once upon a time picture inference Doctors role play Nursery rhymes using instruments – listening focus Mystery box – story telling with props Making talking telephones using tubes Describe me bags – what can you feel? Scavenger hunts – pictures and lists Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation

	Begin short whole class sessions. Talk 4 Writing – verbally retelling stories with actions, using vocabulary such as 'Once upon a time', 'unfortunately', 'luckily', 'finally'		cold countries to those in ours. Explore our focus story using ocean small world tray.	Discussions surrounding Easter and the Easter story Singing Easter songs and rhymes	about 'who', 'what' and 'where' (but generally not 'why'). Enjoy listening to longer stories and can remember much of what happens.	with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play.
Literacy Reading, writing & Phonics	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)					
	Reading Enjoys songs and rhymes, tuning in and paying attention. Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Sing songs and say rhymes independently, for example, singing whilst playing. Name recognition	Reading Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Name recognition	Reading Repeat words and phrases from familiar stories. Develop play around favourite stories using props. Ask questions about the books. Makes comments and shares their own ideas.	Reading Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Begin to understand the five key concepts about print: - print has meaning – the names of the different parts of a book – prints can have different purposes – page sequencing – we read English text from left to right and from top to bottom.	Reading Develop their phonological awareness, so that they can begin to: - spot and suggest rhymes – count or clap syllables in a word – recognise words with the same initial sound, such as money and mother. Begin to engage in extended conversations about stories, learning new vocabulary.	Reading Develop their phonological awareness, so that they can begin to: - spot and suggest rhymes – count or clap syllables in a word – recognise words with the same initial sound, such as money and mother. Begin to engage in extended conversations about stories, learning new vocabulary.
	Writing Enjoy drawing freely. Give some meanings to the marks we make. Fine motor practise.	Writing Enjoy drawing freely. Begin to add some marks to their drawings, which they give meaning to. For example, "That says mummy." 	Writing Add some marks to their drawings, which they give meaning to. For example, "That says mummy." Make marks on their picture to stand for their name. Handwriting – Develop manipulation and control. 	Writing Make marks on their picture to stand for their name. Begin to use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Handwriting – Explore different materials and tools.	Writing Begin to write some or all of their name. Handwriting – Begin to use a comfortable grip with good control when holding pens and pencils. 	Writing Begin to write some letters accurately. Write some or all of their name. Handwriting – Show a preference for a dominant hand. 
	Phonics Environmental sounds.	Phonics Instrumental sounds.	Phonics Body percussion. RWI Phonics	Phonics Rhythm and rhyme. Alliteration. RWI Phonics – set 1	Phonics Alliteration. Voice sounds. RWI Phonics – set 1	Phonics Oral blending and segmenting. RWI Phonics – set 1 recap and blending

<p>Mathematics</p> <p>Number</p> <p>Measure, shape and Spatial thinking.</p>	<p>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.</p>					
	<p>2-year olds</p> <p>Finger rhymes</p> <p>Numbers 1-3</p> <p>Comparing amounts</p> <p>Matching numbers 1-3</p> <p>Finger counting to 5</p> <p>Spatial awareness, building puzzles</p> <p>Comparing quantities</p> <p>Counting in everyday contexts</p> <p>Number recognition up to 3</p> <p>Recite to at least 5</p> <p>Spatial awareness, building, puzzles</p> <p>3 and 4-year-olds</p> <p>Consolidate 1-3</p> <p>Ordering</p> <p>Counting</p> <p>Finger counting to 5</p> <p>Comparing quantities</p> <p>Symbols and marks</p> <p>Problem solving up to 5</p> <p>2 and 3D shapes</p> <p>Composition</p> <p>Position</p> <p>Location / routes</p> <p>Comparing with measures</p> <p>Pattern</p> <p>Counting</p> <p>Ordering</p> <p>Comparing with measures</p> <p>Finger counting to 5</p>	<p>2-year olds</p> <p>Number recognition up to 3</p> <p>Recite to at least 5</p> <p>Spatial awareness, building, puzzles</p> <p>Selecting shapes appropriately</p> <p>Finger rhymes</p> <p>Counting in sequence</p> <p>Counting in everyday contexts</p> <p>2 and 3D shapes</p> <p>Composition</p> <p>Finger counting to 5</p> <p>Comparing with measures</p> <p>3 and 4-year-olds</p> <p>Counting</p> <p>Ordering</p> <p>Comparing with measures</p> <p>Finger counting to 5</p> <p>Symbols and marks</p> <p>Problem solving up to 5</p> <p>2 and 3D shapes</p> <p>Position</p> <p>Location/routes</p> <p>Comparing with measures</p>	<p>2-year olds</p> <p>Pattern</p> <p>Counting</p> <p>Matching</p> <p>Problem solving up to 5</p> <p>Comparing quantities</p> <p>Finger rhymes</p> <p>2 and 3D shapes</p> <p>Composition</p> <p>Position</p> <p>Pattern</p> <p>3 and 4-year-olds</p> <p>Pattern</p> <p>Counting</p> <p>Ordering</p> <p>Finger numbers to 5</p> <p>Symbols and marks</p> <p>Comparing quantities</p> <p>2 and 3D shape</p> <p>Composition</p> <p>Pattern</p> <p>Sequencing</p>	<p>2-year olds</p> <p>Subitising to 3</p> <p>Counting to 5</p> <p>Matching</p> <p>Finger counting to 5</p> <p>Symbols and marks</p> <p>Comparing with measures</p> <p>Problem solving up to 5</p> <p>3 and 4-year-olds</p> <p>Subitising</p> <p>Counting</p> <p>Ordering</p> <p>Sorting and matching</p> <p>Finger numbers to 5</p> <p>Symbols and marks</p> <p>Counting</p> <p>Ordering</p> <p>Matching</p> <p>Comparing quantities</p> <p>2 and 3 D shape</p>	<p>2-year olds</p> <p>2 and 3 D shapes</p> <p>Composition</p> <p>Comparing with measures</p> <p>Comparing quantities</p> <p>Symbols and marks</p> <p>Finger rhymes</p> <p>Counting beyond 5</p> <p>3 and 4-year-olds</p> <p>Shape</p> <p>Comparing measures</p> <p>Composition</p> <p>Solve problems up to 5 and beyond</p> <p>Symbols and marks</p> <p>Comparing quantities</p> <p>Counting</p> <p>Sequencing</p>	<p>2-year olds</p> <p>Position</p> <p>Routes/locations</p> <p>Sequencing</p> <p>Problem solving up to 5</p> <p>Comparing quantities</p> <p>Pattern</p> <p>Counting</p> <p>Comparing with measures</p> <p>Finger counting</p> <p>3 and 4-year-olds</p> <p>Counting</p> <p>Position</p> <p>Routes/locations</p> <p>Sequencing</p> <p>Solving problems beyond 5</p> <p>Pattern</p> <p>Counting</p> <p>Comparing measures</p>
<p>Understanding the World</p> <p>Religious Education / Festivals</p>	<p>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.</p>					
	<p>Introduction the Interactive Whiteboard</p> <p>Heads, Shoulders, Knees and Toes (learning body parts)</p>	<p>Notice differences between people.</p>	<p>Begin to make sense of their own life-story and family history.</p>	<p>Planting and growing in the classroom</p> <p>Countries around the world and their differences</p>	<p>Noticing seasonal changes</p> <p>Planting and observing our plant growth</p> <p>RE sessions</p>	<p>Child-led focuses</p> <p>Mini beasts – similarities and differences – magnifying glasses and use of adjectives</p>

	<p>Noticing Seasonal Changes Making connections between the features of their family and other families. Repeat actions that have an effect. Harvest / Creation. Explore roles of people who help us Show interest in different occupations Notice differences between people</p> <p>RE – Many people call themselves a Christian, Christian's believe in God, Christian's worship in a church, Christian's believe Jesus was God's son</p>	<p>Explore materials with different properties. Explore natural materials, indoors and outside. Diwali. The Nativity. Noticing seasonal changes – October, November, December photo for weather display. What has changed? Introduction to chrome books Exploring animals from cold countries</p> <p>RE - Christmas</p>	<p>Signs of winter, look at non-fiction books. Exploring ice, observing changes that occur during melting and freezing. What does salt do to ice? Identifying cold countries in the world, finding them on a map and globe. Compare to our country. What animals live in different countries? What lives in the ocean? Where is our country on the globe? What is above us? What is space? What do astronauts do? Discuss visuals of space. Explore day and night, light and dark. Explore natural materials, indoors and outside.</p> <p>RE – Christianity: Bishop's Mitre, Judaism: Kippah, Islam: Hijab, Sikhism: Turban</p>	<p>Different forces we can feel Photos of holidays / families around the world – discussions How things work – mechanical equipment, BeeBots Maps – bear hunt around the field, making our own maps Shrove Tuesday / Ash Wednesday.</p> <p>RE – Let's celebrate - Easter</p>	<p>Lifecycles – beanstalk, sunflowers, frogs, butterflies. Looking after our plants. Noticing change in class tadpoles – look back at photos and compare. Comparisons – baby to adult. Learning about different fruits and vegetables – similarities and differences. How have we grown up?</p> <p>RE – Let's celebrate – Eid al Fitr, Purim, Vaisakhi</p>	<p>'What Why Children in Hospital' videos – link to role play area Sun safety Discuss where mini beasts like to live – compare How have we grown? Physical and mental changes. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Our school values.</p>
Expressive Arts and Design	<p>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.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Songs and rhymes Imaginative role play Colour exploration Self-portraits Acting out and joining in with story books and rhymes Play instruments Build using construction Making superhero masks / people who help us hats Show attention to sounds and music. Respond emotionally and physically to music when it changes.</p>	<p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Poppy craft for Remembrance Day Rocket and firework pictures. Rangoli rice patterns</p>	<p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Making lanterns, puppet making (shadows). Making snow</p>	<p>Yayoi Kusama – dinosaur egg sculptures, dinosaur headbands. Making / tasting pancakes. Making train role play Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. Explore a range of sound-makers and instruments and play them in different ways. Enjoy and take part in action</p>	<p>Garden centre role play Piet Mondrian – exploring his artwork, making our own. Observational drawings – plants, fruit, tadpoles Rolling pea pictures Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p>	<p>Norfolk Music Hub sessions Drawing to music, showing emotion Doctors role play area – building the role play week by week Printing mini beasts Observational drawings Printing fruit and vegetables Salt dough mini beasts Fingerprint minibeasts Exploring colour – A colour of his own – Leo Lionni Exploring 3D shapes</p>

	Autumn collages, leaf hedgehogs, leaf rubbings.	Making Christmas bakes, decorations. Diva lamps. The Nativity. Norfolk Music Hub sessions	2024 calendars Owl craft / painting Percussion instruments, body percussion Arctic animal crafts, white paints with fork for fur Pressing ocean animals into playdough – what do you notice? Ocean watercolour paintings Norfolk Music Hub sessions	songs, such as 'Twinkle, Twinkle Little Star'. Easter crafts, Mother's Day crafts. Norfolk Music Hub sessions	Develop their own ideas and then decide which materials to use to express them. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing an entire song. Junk modelling, houses, bridges, boats and transport. Norfolk Music Hub sessions	Shape and form Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Father's Day crafts.
Outdoor Learning <i>Weekly focus session.</i>	How to be safe outdoors Exploring our different outdoor areas around school Rules and Routines 3-2-1 listening and recall games Harvest Listening walk Explore different types of weather – log on our weather display, with photos	Natural shapes in the environment, leaf confetti – shape cutters Leaf investigation. Natural Christmas decorations.	Exploring signs of winter – update our weather display. The 'Big Schools' bird watch RSPB. Scavenger hunt in outdoor areas – find squares and rectangles. Tree observation. Den building [spaceships].	Crafty Easter eggs with clay. Preparing the flowerbed. How do things grow? Planting seeds. Decorate plant pot for Mother's Day	Preparing and maintaining the flower bed/ poly tunnel. How do things grow? Tree observation. Bee keeper visit? Importance of bees – germination of plants – how bees pollinate flowers, fruit and vegetables that provide food for people and animals.	Plant diary. Minibeasts. Life cycle of a ladybird/ butterfly / bee. Shape in the outdoor environment – drawing shapes on the playground with chalk.
Assessment Opportunities	In house nursery baseline Tapestry set up	Ongoing assessments Baseline analysis Pupil Progress Meetings Parents evening		Pupil Progress Meetings Tapestry Data analysis Ongoing assessments	Trust moderation Report writing	Pupil progress meetings EOY Data EOY assessments

Development Matters 2021 Curriculum Links:

	Birth to Three	3 & 4-Year olds
Communication & Language:	<ul style="list-style-type: none"> • Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. • Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. • Watch someone's face as they talk. • Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements. • Enjoy singing, music and toys that make sounds. • Recognise and are calmed by a familiar and friendly voice. • Listen and respond to a simple instruction. • Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). • Babble, using sounds like 'baba', 'mamama'. • Use gestures like waving and pointing to communicate. • Reach or point to something they want while making sounds. • Copy your gestures and words. • Constantly babble and use single words during play. • Use intonation, pitch and changing volume when 'talking'. • Reach or point to something they want while making sounds. • Copy your gestures and words. • Constantly babble and use single words during play. • Use intonation, pitch and changing volume when 'talking'. • Understand single words in context – 'cup', 'milk', 'daddy'. • Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. • Understand simple instructions like "give to nanny" or "stop". • Recognise and point to objects if asked about them. • Generally focus on an activity of their own choice and find it difficult to be directed by an adult. • Listen to other people's talk with interest, but can easily be distracted by other things. • Make themselves understood, and can become frustrated when they cannot. • Start to say how they are feeling, using words as well as actions. • Start to develop conversation, often jumping from topic to topic. • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. • Use the speech sounds p, b, m, w. • Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer' • Listen to simple stories and understand what is happening, with the help of the pictures. • Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). 	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

P S E D	<ul style="list-style-type: none"> Find ways to calm themselves, through being calmed and comforted by their key person. Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. • Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Find ways of managing transitions, for example from their parent to their key person. Thrive as they develop self-assurance. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. • Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. Feel strong enough to express a range of emotions. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". Learn to use the toilet with help, and then independently 	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.
P h y s i c a l	<ul style="list-style-type: none"> Lift their head while lying on their front. Push their chest up with straight arms. Roll over: from front to back, then back to front. Enjoy moving when outdoors and inside. Sit without support. Begin to crawl in different ways and directions. Pull themselves upright and bouncing in preparation for walking. Reach out for objects as co-ordination develops. Pass things from one hand to the other. Let go of things and hands them to another person, or drops them. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Begin to walk independently – choosing appropriate props to support at first. Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork. Develop manipulation and control. Explore different materials and tools. 	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

L i t t e r a c y	<ul style="list-style-type: none"> • Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name 	<ul style="list-style-type: none"> • Understand the five key concepts about print: – print has meaning – the names of the different parts of a book – print can have different purposes – page sequencing – we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: – spot and suggest rhymes – count or clap syllables in a word – recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately
M a t h s	<ul style="list-style-type: none"> • Combine objects like stacking blocks and cups. Put objects inside others and take them out again. • Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. • Compare amounts, saying 'lots', 'more' or 'same'. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers – '1-2-3-5.' • Climb and squeeze themselves into different types of spaces. • Build with a range of resources. • Complete inset puzzles. • Compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. • Notice patterns and arrange things in patterns. 	<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

U t W	<ul style="list-style-type: none"> • Repeat actions that have an effect. • Explore materials with different properties. • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips. • Make connections between the features of their family and other families. • Notice differences between people. 	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
E A D	<ul style="list-style-type: none"> • Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of soundmakers and instruments and play them in different ways. • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. 	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.