Rowley View Nursery School's Learning for Life Curriculum

'**At the heart of the educational process lies the child' – The Plowden Report, 1967**

H – DEVELOP HOLISTICALLY; BE HEALTHY AND SAFE

E – SHOW EMPATHY; BE EXPLORERS

A – BE ARTICULATE; SHOW AUTONOMY AND INDEPENDENCE; BE ACTIVE LEARNERS

R – BE RESILIANT; SHOW RESPECT

T – TAKE RISKS; BE THINKERS; TACKLE TRANSITIONS

Y – YEARN TO LEARN

Things to do before you leave Rowley View

- Get to know a tree
- Roll down a really big hill
- Camp outdoors
- Build a den
- Fly a kite
- Eat a picnic in the wild
- Go on a scavenger hunt
- Make friends with a bug
- Float in a boat
- Go cloud watching
- Make a home for wildlife
- Bring up a butterfly
- Catch a crab
- Have fun with sticks
- Make a mud creation
- Go on a wintry adventure
- Wear a crown
- Create some wild art
- Go paddling
- Go barefoot
- Explore a cave
- Help a plant grow
- Go swimming in the sea
- Watch a bird
- Find your way with a map
- Cook on a camp fire

Treasured Texts

These are some of the books that the children will have the opportunity to share with their teachers and friends from when they first start in Rowley Robins until they leave Rowley Owls.

There are lots more books that support our curriculum implementation

Owls Babies	The Big Red Bath
Peace at Last	Stick Man
We're going on a Bear Hunt	The Gruffolo
Three Little Pigs	Whatever Next
Handa's Surprise	Happy in our skin
The Gingerbread Man	Can't you sleep Little Bear
The Very Hungry Caterpillar	Look Up
Dear Zoo	Guess How much I love you
Chapatti Moon	Goldilocks and the Three Bears
Vincent the Vain	The Tiny Seed
Ruby's Worry	So much
The Runaway Chapitti	Jasper's Beanstalk

Online Safety	Non-fiction	
But it's just a Game Goldilocks Chicken Clicking Old MacDonald had a Phone Once Upon a Time Online	Recipe Books Menus Gardening magazines Medical leaflets Travel Brochures Maps	Information Leaflet, eg. Walsall Art Gallery, Severn Valley Railway Food take-away Leaflet Supermarket magazines Sports Programmes Catalogues

CHARACTERISTICS OF EFFECTIVE LEARNING			
Playing and Exploring Engagement	**Engagement** • Finding out and exploring • Engaging in open-ended activity • Showing particular interests • Playing with what they know • Being willing to 'have a go' • Showing curiosity about objects, events and people • Using senses to explore the world around them	**Playing with what they know** • Pretending objects are thing from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people	**Being willing to "have a go"** • Initiating activities • Seeking challenge • Showing a "can do" attitude • Taking a risk, engaging in new experiences, and learning by trial and error
Active Learning Motivation	**Being involved and concentrating** • Showing a deep drive to know more about people and their world • Maintaining focus on their activity for a period of time • Showing high levels of involvement, energy, fascination • Not easily distracted • Paying attention to details	**Keeping on trying** • Persisting with an activity or toward their goal when challenges occur • Showing a belief that more effort or a different approach will pay off, and that their skills can grow and develop (growth mind-set) • Bouncing back after difficulties	**Enjoying achieving what they set out to do** • Showing satisfaction in meeting their own goals (I can!) • Being proud of how they accomplished something – not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise (intrinsic motivation)
Creating and Thinking Critically Thinking	**Having their own ideas (creative thinking)** • Thinking of ideas that are new and meaningful to the child • Playing with possibilities (what if? what else?) • Visualising and imagining options • Finding new ways to do things	**Making links (building theories)** • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect	**Working with ideas (critical thinking)** • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Flexibly changing strategy as needed • Reviewing how well the approach worked
	Autumn	**Spring**	**Summer**
Rhythms of the Year	Autumn Macmillan Coffee Morning	Spring Chinese New Year	Summer World Health Day

<table>
<tr><td></td><td>Jeans for Genes
Black History Month
Remembrance Day
Diwali
Bonfire Night
Children in Need
Road Safety Week
Christmas
Christmas Jumper Day</td><td>Valentine's Day
Shrove Tuesday
World Book Day
Red Nose Day
Mother's Day
Easter
NSPCC Number day 2023
Safer Internet Day
Sparkle Day – 'New Life' Charity</td><td>Male Carer's Day
Child Safety Week
World Environment Day
World Music Day
Sponsored Bounce</td></tr>
<tr><td>Awe and Wonder Moments</td><td>Winter Wonderland Visit
Forest School
Science Club</td><td>Drumming Workshop
Living Eggs
Forest School
Science Club
Looking after the guinea pigs</td><td>Butterfly Garden
Sports Day
Afternoon Tea Party
Seaside Visit
Forest School
Science Club</td></tr>
<tr><td rowspan="3">British Values</td><td colspan="2">Democracy: Making decisions together</td><td>Rule of Law: Understanding rules matter</td></tr>
<tr><td colspan="2">• Build children's self-confidence through our key-worker system
• Encourage children to ask questions
• Encourage sharing, collaborating and turn-taking
• Provide opportunities for decision-making and for making choices; for example, creating the 'Breakfast Bar' menu
• Encourage independence and autonomy
• Encourage the sharing of ideas and consideration of different options
• Explain to children that making mistakes is ok and that it helps to develop our resilience
• Encourage children to listen to each other and to value everyone's contributions; for example, during Family Time
• Encourage children to value each other's views and to talk about feelings and likes and dislikes
• Ensure children know that their views and opinions matter
• Help children to understand that they are part of a family, Rowley Owls, school, community, city, country, world
• Provide a safe environment where children feel confident to communicate what they want / need and to speak up for themselves, knowing that they will be listened to</td><td>• Give the children ownership of developing the key group rules together to understand the importance of why boundaries need to be put in place
• Encourage children to understand that some rules are non-negotiable in order to keep them safe
• Ensure positive behaviours are modelled by adults
• Encourage children to understand that their actions have an impact / consequence
• Encourage children to think about keeping safe, including online safety
• Ensure that children understand their own and the behaviour of others and to learn to distinguish between right and wrong
• Support children with resolving conflicts appropriately
• Provide opportunities to understand about the jobs of those involved with the rule of the law; for example, a police officer visit
• Create an environment where actions are followed through
• Encourage children to take responsibility; for example, be the 'Special Helper'
• Encourage children to be kind to the environment and to respect nature; for example, 'Living Eggs', Forest School</td></tr>
<tr><td colspan="2">Individual Liberty: Freedom for all</td><td>Mutual Respect and Tolerance: treat others as you would like to be treated</td></tr>
</table>

	• Promote self-confidence and self-awareness • Encourage children to develop a positive sense of themselves • Encourage children to develop their independence and explore their own ideas and interests • Provide opportunities for children to explore their thoughts and feelings; for example, during self-registration • Encourage and provide opportunities for children to take risks • Explain that we are all free to have different opinions • Teach children the value of saying 'no' if they don't like something or don't want to do something • Encourage a positive sense of self through effective praise and an acknowledgement of their unique characteristics through meaningful interactions • Celebrate the children's personal achievements • Motivate children to ask questions • Ensure their questions, ideas and opinions are valued and respected • Provide opportunities for children to take on challenges, risks and responsibilities, showing perseverance and resilience • Provide opportunities for all children to engage in a wide range of activities • Encourage children to express their views with a developing understanding that others may have different views		• Encourage children to learn about and be tolerant of other views, faiths, cultures, traditions, families and communities and ways of life and to be curious and appreciative; for example, celebration days, stories, resources, visits, visitors • Take time with children to help them to understand similarities and differences with each other • Help children to build constructive and respectful relationships • Foster an inclusive approach • Encourage children to have an awareness of others • Encourage children to show respect • Provide opportunities to make links with our local community; for example, visits to forest school, library, park • Teach children to treat others as they would like to be treated themselves through the development of empathy • Help children to deal with conflicts by talking through, explaining and negotiating motives • Share stories that reflect and value the diversity of children's experiences • Provide resources and activities that challenge gender, cultural and racial stereotyping • Encourage children to share their own experiences and to respond to the experiences of others; for example, during Family Time • Encourage children to see themselves as part of a wider community • Encourage children to work together to tidy up and to look after the environment • Model good manners and being polite; for example, saying please and thank you
Family Workshops	Reading Workshop Mindfullness Workshop Christmas	Messy Play Maths Workshop Easter Activity Workshop	Literacy Workshop Maths Workshop Early Writing Workshop

Please annotate your highlighting with the following: -

FA – Focus Activity

GT – Group Time

CI – Child initiated

Communication and Literacy	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	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')	Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs Develop their pronunciation but may have problems saying: - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Holds a conversation, jumping from topic to topic	Enjoy listening to longer stories and can remember much of what happens. 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". Sing a large repertoire of songs Use longer sentences of four to six words. Uses language to share feelings, experiences and thoughts Able to use language in recalling past experiences Uses talk to explain what is happening and anticipate what might happen next Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories	Use a wider range of vocabulary. Sing a large repertoire of songs Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh Develop their pronunciation but may have problems saying: - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words. Uses language to share feelings, experiences and thoughts Can retell a simple past event in correct order (e.g. went down slide, hurt finger) Learns new words very rapidly and is able to use them in communicating Beginning to use word endings (e.g. going, cats)	Use a wider range of vocabulary. Sing a large repertoire of songs Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Start a conversation with an adult or a friend and continue it for many turns. Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box Talks more extensively about things that are of particular importance to them Builds up vocabulary that	Use a wider range of vocabulary. Sing a large repertoire of songs 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. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words Uses talk to organise, sequence and clarify thinking, ideas, feelings and events Articulate their ideas and thoughts in well-formed sentences Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen

			Shows interest in illustrations and words in print and digital books and words in the environment	Beginning to use a range of tenses (e.g. play, playing, will play, played) Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Shows interest in illustrations and words in print and digital books and words in the environment Recognises familiar words and signs such as own name, advertising logos and screen icons	reflects the breadth of their experiences Develop their pronunciation but may have problems saying: - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Recognises familiar words and signs such as own name, advertising logos and screen icons Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam	

Physical Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Enjoy moving when outdoors and inside Clap and stamp to music Use one-handed tools and equipment, for example, making snips in paper with scissors. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks Explore different materials and tools Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them Develops own likes and dislikes in food and drink, willing to try new food textures and tastes	Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking Develop manipulation and control Gains more bowel and bladder control and can attend to toileting needs most of the time themselves Start eating independently and learning how to use a knife and fork Willing to try a range of different textures and tastes and expresses a preference Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support	Generally, has up to 16 teeth – helps adult with brushing teeth Go up steps and stairs, or climb up apparatus, using alternate feet Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. 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. Observes and can describe in words or actions the effects of physical activity on their bodies. Eats a healthy range of foodstuffs and	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 Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures	Increasingly be 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. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience

	Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet	Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots Begins to recognise danger and seeks the support and comfort of significant adults Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions Can tell adults when hungry, full up or tired or when they want to rest, sleep or play Can wash and can dry hands effectively and understands why this is important	understands need for variety in food Can name and identify different parts of the body Can name and identify different parts of the body Can initiate and describe playful actions or movements for other children to mirror and follow Usually dry and clean during the day	Shows understanding of how to transport and store equipment safely		

Personal, Social and Emotional Development	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Talk 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. Make healthy choices about food, drink, activity and tooth brushing.	Play with one or more other children, extending and elaborating play ideas. 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. 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. Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like	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. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Remember rules without needing an adult to remind them. Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people Become more outgoing with unfamiliar people, in the safe context of their setting.	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Understand gradually how others might be feeling. Seek out companionship and other children, sharing experiences and play ideas Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it Understands their own and other people's feelings, offering empathy and comfort Talks about their own and others' feelings and behaviour and its consequences	Participates more in collective co-operation as their experiences of routines and understanding of some boundaries grows Shows a sense of autonomy through asserting their ideas and preferences, making choices and decisions Is developing an understanding of and an interest in differences of gender, ethnicity and ability Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group	Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support Experiments with their own views of who they are through their play, through trying out different behaviours and the way they talk about themselves Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms

			Show more confidence in new social situations. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Responds to the feelings of others, showing concern and offering comfort		Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest	Shows confidence in choosing resources and perseverance in carrying out a chosen activity Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge Think about the perspectives of others

Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Enjoy drawing freely. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo 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 Is interested in and anticipates books and rhymes and may have favourites Begins to join in with actions and sounds in familiar song and book sharing experience	Understand the five key concepts about print: - **AUTUMN 1** • print has meaning • print can have different purposes **AUTUMN 2** • we read English text from left to right and from top to bottom **SPRING 1** • the names of the different parts of a book **AUTUMN 2** • page sequencing Distinguishes between the different marks they make Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.	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 Talks about events and principal characters in stories and suggests how the story might end Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words Begins to make letter-type shapes to represent the initial sound of their name and other familiar words Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories	Engage in extended conversations about stories, learning new vocabulary Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps Enjoys an increasing range of print and digital books, both fiction and non-fiction Is able to recall and discuss stories or information that has been read to them, or they have read themselves Listens to and joins in with stories and poems, when reading one-to-one and in small groups Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Attempts to write their own name, or other names and words, using	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 Knows that information can be retrieved from books, computers and mobile digital devices Begins to be aware of the way stories are structured, and to tell own stories Talks about events and principal characters in stories and suggests how the story might end Shows interest in illustrations and words in print and digital books and words in the environment Looks at and enjoys print and digital books independently Recognises familiar words and signs such as own	Write some letters accurately Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences Enjoys an increasing range of print and digital books, both fiction and non-fiction Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading

				combinations of lines, circles and curves, or letter-type shapes Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology	name, advertising logos and screen icons Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats Looks at and enjoys print and digital books independently	Describes main story settings, events and principal characters in increasing detail Re-enacts and reinvents stories they have heard in their play

Phonics	**Autumn Term**	**Spring Term**	**Summer Term**
A blended approach using Letters and Sounds'	**Aspect 1 - Environmental Sounds** **Weeks 1-12** **Main Purpose:** **To develop children's listening skills and awareness of sounds in the environment** -to begin to notice different sounds around them, e.g. birds tweeting, leaves rustling in the breeze, a person sneezing. -to notice different sounds around them, e.g. birds tweeting, leaves rustling in the breeze, a person sneezing. **Aspect 2 – Instrumental sounds** **Weeks 1-12** **Main Purpose:** **Tuning into Sounds** -to experience and develop awareness of sounds made with instruments and noise makers. -to enjoy exploring the different sounds that instruments make, eg. bang on drums, shake shakers and tap triangles. -to understand that they have to do something to or with the instrument to make a sound. **Aspect 3 - Body Percussion** **Weeks 1-12** **Main Purpose:** **Tuning into sounds –** to develop awareness of sounds and rhythms Children explore the sound their bodies make by stamping, patting, clapping and clicking. They join in with and copy actions in familiar songs. **Aspect 4 -Rhythm and Rhyme**	**Aspect 1 – Environmental Sounds** **Weeks 13-24** **Main Purpose:** **Listening and remembering sounds** -to name different sounds they have identified. They can tell an adult or a peer what sounds they can hear, e.g. a child might say 'I can hear a cat.' or 'There is a bird singing outside. -to notice that different objects can make different sounds, e.g. the sound of a car engine turning on or the noise of the washing machine. A child might say 'I can hear a noise in the kitchen.' **Aspect 2 – Instrumental Sounds** **Weeks 13-24** **Main Purpose:** **Listening and Remembering Sounds** -to listen and appreciate the difference between sounds made with instruments -to start to identify the sounds of familiar instruments and name them. -to develop an awareness of how acting upon an instrument affects the sound it makes, e.g. hitting a cymbal harder makes a louder sound. **Aspect 3 – Body Percussion** **Weeks 13-24** **Main Purpose:** **Listening and remembering sounds** **To distinguish between sounds and to remember patterns of sound** -to join in with body percussion patterns. -to copy body percussion patterns shown to them by an adult or a peer.	**Aspect 1 -– Environmental Sounds** **Weeks 25-36** **Main Purpose:** **Talking about sounds** -to talk about the sounds they hear in more detail. -to describe sounds they hear. They may say things like 'The fireworks last night sounded fizzy and crackly! They went bang!' -to compare sounds, e.g. 'My auntie talks quietly but my sister is loud.' -Further development of vocabulary and children's identification and recollection of the differences between sounds -to make up simple sentences and talk in greater detail about sounds **Aspect 2 – Instrumental Sounds** **Weeks 25-36** **Main Purpose:** **Talking about Sounds** -to use a wide vocabulary to talk about sounds instruments make. -to talk about, describe and compare the sounds of different familiar instruments, e.g. they may say 'The rainmaker is quieter than the drum.' or 'The bells make a jingly sound.' -to follow instructions to recreate a sound using an instrument, e.g. 'Tap the drum loudly.' or 'Shake the tambourine quietly. **Aspect 3 – Body Percussion** **Weeks 25-36** **Main Purpose:**

	Weeks 1-12 **Main Purpose:** **To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech** -to join in with familiar songs and rhymes when led by an adult or peer. -to begin to recognise some familiar rhythms and rhymes. **Aspect 5 – Alliteration** **Weeks 1-12** **Main Purpose:** **To develop an understanding of alliteration** -to begin to explore the initial sounds of words. -to join in with simple alliteration activities and games. **Aspect 6 – Voice Sounds** **Weeks 1-12** **Main Purpose:** **To distinguish between the differences in vocal sounds, including oral blending and segmenting** -to start to explore different mouth movements and sounds. -to copy different voice sounds and mouth movements in their play.	-Show an awareness of how body percussion sounds can be changed by using different parts of their bodies in different ways to make sounds. **Aspect 4 – Rhythm and Rhyme** **Weeks 13-24** **Main Purpose:** **To increase awareness of words that rhyme and to develop knowledge about rhyme** -to recognise simple words that rhyme, e.g. cat, mat, bat. -to be able to copy and keep a simple beat. -to be able to join in and copy when an adult breaks down words into syllables with a beat. **Aspect 5 – Alliteration** **Weeks 13-24** **Main Purpose:** **To listen to sounds at the beginning of words and hear the differences between them** -to be able to select an object with a given initial sound when given the option of two, e.g. child is shown a picture of a mouse and a frog and selects the frog when asked 'Which one starts with f?' -to begin to hear and identify the initial sounds in words, e.g. when asked 'What sound can we hear at the beginning of b, b, boy?', the child would say 'b!' **Aspect 6 – Voice Sounds** **Weeks 13-24** **Main Purpose:** **To distinguish between the differences in vocal sounds, including oral blending and segmenting**	**To talk about sounds we make with our bodies and what the sounds mean** -to create their own body percussion patterns and sequences. -to join in with longer sequences of body percussion when shown by an adult. -to describe body percussion sounds, e.g. 'I make a quiet clicking noise when I do this with my fingers.' or 'I can make a loud stomping sound with my feet.' -to follow instructions to make body percussion sounds, e.g. 'Clap your hands softly.' **Aspect 4 – Rhythm and Rhyme** **Weeks 25-36** **Main Purpose** **To talk about words that rhyme and to produce rhyming words** -to enjoy playing with rhyme and start to create their own rhyming words, e.g. 'Shine rhymes with bline and frine.' -to complete a short sentence with their own rhyme, e.g. the adult may say 'The cat sat on the …' and the child completes the sentence with mat/hat/bat. -to break words down into syllables and create their own beat. **Aspect 5 – Alliteration** **Weeks 25-36** **Main Purpose:** **To explore how different sounds are articulated, and to extend understanding of alliteration** -to begin to match and group sets of objects with the same initial sound. -to enjoy playing with alliteration, e.g. thinking of their own short alliterative phrases 'big, bad, bat' or making up

		-to start to recognise different voice sounds, e.g. recognising a friend's voice when they can't see them. -to use their voice to make a variety of different sounds, including silly voices and animal noises. **Aspect 7 - Oral Blending and Segmenting Weeks 21-25** **Main Purpose:** **To develop oral blending and segmenting of sounds in words** -to be able to identify the initial sounds of the words they hear and say. -to have an awareness that words can be broken down into phonemes. -to choose the correct object when hearing a word broken down into phonemes, e.g. hearing 'ch-i-ck' and choosing a picture of a chick. **Weeks 26-30** **Main Purpose:** **To listen to phonemes within words and to remember them in the order in which they occur** -to be able to say simple CVC and VC words after hearing it broken down into phonemes, e.g. an adult says 'h-o-t' and the child says 'hot.' - to join in with segmenting CVC and VC words into phonemes but may not be able to do this independently yet.	their own words to create an alliterative phrase 'dangry' dog **Aspect 6 – Voice Sounds** **Weeks 25-36** **Main Purpose:** **To talk about different sounds, we can make with our voices** -to speak clearly. -to be able to talk about, describe and compare different voice sounds, e.g. 'the mouse has a squeaky voice.' -to create their own ideas for voices of different characters in their activities and play. -to imitate the voices of characters. **Aspect 7 - Oral Blending and Segmenting Weeks 26-30** **Main Purpose:** **To talk about the different phonemes that make up words** -to be able to say simple CVC and VC words after hearing it broken down into phonemes, e.g. adult says 'h-o-t' and the child says 'hot.' -to join in with segmenting CVC and VC words into phonemes but may not be able to do this independently yet. **Weeks 31-36** -to be able to segment CVC and VC words into phonemes, e.g. by robot-talking a word back to an adult. -to start to blend the phonemes of longer words and they can identify how many phonemes are in a CVC or VC word, e.g. counting the 3 phonemes in 'mop.

Maths **First 4 Maths**	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Cardinality & Counting 1.1 Accurate and consistent verbal counting to 5 **Measures** 1.1 Understand and use specific attributes to compare height (taller and shorter rather than big and small) **Spatial Reasoning** 1.1 Understand and use simple language of position that doesn't vary by viewpoint (in, on, under, next to) **Shape** 1.1 Explore rotating and flipping objects to make a match (posting boxes, inset puzzles, jigsaws) **Sorting & Sequencing** 1.1 Sort by a single property – colour	**Cardinality & Counting** 2.1 1:1 correspondence and cardinality to 3 2.2 subitising 1 and 2 **Measures** 2.1 Understand and use specific attributes to compare length (long, short) **Spatial Reasoning** 2.1 Understand and use language of position that can vary by viewpoint (in front, behind) **Shape** 2.1 Explore construction with 3D shapes – combining shapes in two dimensions **Sorting & Sequencing** 2.1 Sort by 2 properties - colour and size	**Cardinality & Counting** 3.1 1:1 correspondence and cardinality to 5 3.2 subitising 3 **Measures** 3.1 Understand and use specific attributes for width and thickness (wide, narrow, thick, thin) **Spatial Reasoning** 3.1 Understand and use everyday language of direction (up, down, through, over, under) **Shape** 3.1 Explore pattern and picture making with 2D pattern blocks **Sorting & Sequencing** 3.1 Sort using different combinations of properties (size attributes linked to measure, colour and shape)	**Cardinality & Counting** 4.1 Begin to recognise numerals and match to sets **Measures** 4.1 Understand and use specific attributes for weight/mass (heavy light, heavier, lighter) **Spatial Reasoning** 4.1 Understand and use language of movement (forwards, backwards, sideways, turn) **Shape** 4.1 Begin to notice properties of 3D shape and find shapes that are the same **Sorting & Sequencing** 4.1 Simple AB sequences varying colour or size (continue and copy patterns)	**Cardinality & Counting** 5.1 Conservation of number to 5 with order irrelevance **Comparison** 5.1 Compare sets of objects – which has more, fewer – just by looking **Measures** 5.1 Time – sequence of events (first, next, after, before, morning, afternoon, evening, yesterday, tomorrow) **Spatial Reasoning** 5.1 Discuss routes and the order and location of things seen extending vocab (in between, above, below, around, beside, across, along) **Shape** 5.1 Explore more complex construction with 3D shapes – combining shapes to make arches and enclosures **Sorting & Sequencing** 5.1 Simple AB sequences of sounds, actions and objects (make own patterns)	**Cardinality & Counting** 6.1 Accurate and consistent verbal counting to 10 **Composition** 6.1 Separate a group of three or four objects in different ways **Comparison** 6.1 Making equal sets **Measures** 6.1 Understand and use specific attributes for capacity (full, empty, part full) Compare capacities **Spatial Reasoning** 6.1 Understand and use language of distance (far away, near, how far?) **Shape** 6.1 Begin to notice properties of 2D shapes and find shapes that are the same including on the faces of 3D shapes

Understanding of the World	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Use all their senses in hands-on exploration of natural materials. Make connections between the features of their family and other families. Notice differences between people. Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice. Learns that they have similarities and differences that connect them to, and distinguish them from, others Remembers and talks about significant events in their own experience Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices	Explore collections of materials with similar and/or different properties Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice Enjoys joining in with family customs and routines Learns that they have similarities and differences that connect them to, and distinguish them from, others Remembers and talks about significant events in their own experience	Talk about what they see, using a wide vocabulary. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Recognises and describes special times or events for family or friends Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support Completes a simple program on electronic devices Explore how things work	Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice. 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. Talks about why things happen and how things work Knows that information can be retrieved from digital devices and the internet Uses ICT hardware to interact with age appropriate computer software	Begin to make sense of their own life-story and family's history. Talk about what they see, using a wide vocabulary. Shows interest in different occupations Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment Develops digital literacy skills by being able to access, understand and interact with a range of technologies Knows that other children do not always enjoy the same things, and is sensitive to this	Talk about what they see, using a wide vocabulary Enjoys joining in with family customs and routines Talks about past and present events in their own life and in the lives of family members Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions Talks about the features of their own immediate environment and how environments might vary from one another Makes observations of animals and plants and explains why some things occur, and talks about changes Can use the internet with adult supervision to find and retrieve information of interest to them

	such as mobile phones and tablets			Can create content such as a video recording, stories, and/or draw a picture on screen	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 Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways

Expressive Arts and Design	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Start to make marks intentionally. Explore a range of sound makers and instruments and play them in different ways. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. 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 Take part in simple pretend play, using an object to represent something else even though they are not similar.	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore colour and colour mixing. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Uses movement and sounds to express experiences, expertise, ideas and feelings Explore different materials freely, to develop their ideas about how to use them and what to make. Respond to what they have heard, expressing their thoughts and feelings Listen with increased attention to sounds. Remember and sing entire songs.	Develop their own ideas and then decide which materials to use to express them. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Listen with increased attention to sounds. 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. Sing the pitch of a tone sung by another person ('pitch match'). 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 Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences	Create their own songs or improvise a song around one they know Use drawing to represent ideas like movement or loud noises. Play instruments with increasing control to express their feelings and ideas Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking Introduces a storyline or narrative into their play Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills

		Draw with increasing complexity and detail, such as representing a face with a circle and including details Join different materials and explore different textures Uses tools for a purpose				
Role play	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Role play areas and activities will link to the children's current interests, stage of development and 'Rhythm of the Year'.					