

Here at Holywell we place children's interest and ideas at the forefront of learning. Therefore, our planning and enhanced provision is adapted accordingly. Themes may last for a few days or a few weeks. Staff within EYFS observe and facilitate play to stimulate interactions and further develop learning. This also enables them to plan for individuals/ whole class next steps. In Nursery and Reception, we also have core books, which we share and use to enhance the children's learning across the year. Below are some possible drivers in learning which may be used as a hook. However, not all of these drivers will be covered as our children have so many wonderful ideas!

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| Overarching Principles | <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> | | | | | |
| Characteristics of Effective Teaching and Learning | <p>Playing and exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence and resilience.</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences, which help them to solve problems and reach conclusions.</p> | | | | | |
| General Themes <small>NB: These themes may be adapted at various points to allow for children's interests.</small> | Autumn 1 What makes me special?  Starting school / my new class / New Beginnings/ | Autumn 2 It's the most wonderful time of the year!  Bonfire night celebrations Harvest | Spring 1 Out of this World  Rocket building | Spring 2 Where in the World?  Where do we live in the UK /world? | Summer 1 How does your garden grow?  Flowers / Weather / seasons | Summer 2 We are Superheroes  Reduce, Reuse & Recycle /Fun |



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| | My family / PSED focus /relationships/feelings | The Nativity Christmas Lists Letters to Father Christmas | | Lives of people in different countries. Animals around the world | Planting beans/seeds Lifecycles | Science / Materials Hospitals/People who help us |
| High-quality Texts (core book texts in each classroom) | Car Car Truck Jeep The Colour Monster | Goldilocks and the Three bears | Whatever Next Owl Babies | Handa's Surprise The Snail and the Whale | Jack and the Beanstalk The Very Hungry Caterpillar | Supertato |
| Enrichment Opportunities | Learning about autumn. Autumn Walk - noticing changes. Harvesting apples, pumpkins. Halloween The Colour Monster | Celebrations Autumn and changes into winter - hibernation Festivals Diwali Bonfire Night Remembrance Day Christmas Cooking | Shapes Winter Valentines day Chinese New Year Light and Dark Night and Day Cooking: Chinese Stir Fry | Compare our country with Africa and Countries around the world. Matisse Art Animal patterns Geography Our local environment A trip around school grounds - Map work Easter Mother's Day World Book Day Changes in Spring | Changes in Summer Live caterpillar to watch grow Planting Castles - kings and queens Days of the week | Geography Our local environment Father's Day Be planet superheroes - looking after our local environment and the wider world. People Who Help Us |
| Topic Vocabulary | Autumn, season, red, yellow, orange, brown , green, leaves, | Diwali, Christmas, halloween, bonfire, fireworks, | Season, winter, cold, ice, freezing, snow, frost. Owl, nest, nocturnal, | World, ocean, land, map, travel, Africa, Handa, hot, | Life cycle, caterpillar, egg, crysalis, butterfly, flower, | Holywell, field, meadow, map, over, under, through, across, |



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|-----------------------------------|---|---|---|--|---|--|--|--|
| | tree, field, meadow | Nativity, Jesus, Mary, Joseph, celebration, hibernation | animal, day, night, hunt, prey. Chinese New Year, Lunar New Year, dragon, fire cracker, dance, celebration | easter, new life, spring, egg, chick, easter egg, daffodil, bud, leaves, hibernation, weather - warm, rain, wind | grow, soil, sun, water, compost, bean, sunflower, summer, hot Jack, giant, beanstalk, gold egg, hen, castle, harp | straight, around, plant, earth, recycle, world, enviornment Superhero, Supertato, Evil Pea | | |
| Areas of Learning | Progression Point 1 | | Progression Point 2 | | Progression Point 3 | | | |
| Communication and Language | <p>EYFS Statutory Educational Programme: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.</p> | | | | | | | |
| | <p>Nursery Ready - Rising three's by the end of the term that they start. I can listen to an adult when I am actively involved in an interactive adult-led activity, in a small group. I demonstrate my attention and recall by joining in with repeated refrains and by filling in gaps within familiar songs and rhymes. I can keep a steady beat by tapping my knees to music. With familiar vocabulary, I can follow instructions containing three key words. I select a familiar object based upon how it's used when you ask. I ask a variety of questions - what, who, where. I use plurals e.g. "I can see cats". I talk about what I am doing and what I have done beyond the here-and-now. I add the consonants 'k/c,' 'g,' 'f,' 's' and 'y' to my consonant range. I use less familiar themes within my pretend play but still based upon my first hand experiences. I can pretend without an object. I can substitute objects that do not resemble the real thing.</p> | | | | | | | |
| | Progression point 1 | | Progression point 2 | | Reception Ready | | | |
| | I listen in a small group with visual support. I follow body percussion sequences of three in the right order e.g. clap hands, tap knees, pat head | | I can follow instructions which include holding a list of three items in mind before going to get them from another room e.g. can you get me a plate, a | | I listen to others in one-to-one or small group situations even if the topic is not following my own interests. I am able to follow directions when I am not focused on another task. | | | |



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| | <p>I can answer simple 'how' and 'why' questions in relation to my experiences, that require no inference e.g. "why is Posy crying?"(adult) "She falled over" (child).</p> <p>I can communicate what I want to say clearly.</p> <p>I play alongside other children who are engaged in the same pretend play theme as me, often in the same role.</p> <p>I am enjoying learning new words.</p> | <p>banana, and a knife from the kitchen please?</p> <p>I give my puppets, role play characters and small world characters a 'voice' so that they can 'talk' to each other.</p> <p>Developing a storyline in play, related to familiar stories with other children.</p> <p>I am starting to use new a variety of new vocabulary related to new topics and experiences.</p> | <p>I understand and follow instructions containing words related to time such as 'before,' 'after,' 'first,' 'last' and 'later.' I can answer simple problem solving questions, for example "What do you do when you're hungry/cold?" I begin to offer simple reasons and explanations to answer how and why questions.</p> <p>I use more complex sentence structure and link thoughts, ideas and events with 'and', 'because' and 'so'.</p> <p>I am learning lots of new vocabulary and using it in a variety of ways and in different contexts.</p> |
| Focus Vocabulary | Vocabulary will be developed across all areas of learning including core books and enrichment opportunities. | | |
| Where might I see this in the provision? | Throughout the EYFS environment. | | |
| PSED | <p>EYFS Statutory Educational Programme: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.</p> <p>Nursery Ready - Rising three's by the end of the term that they start.</p> <p>I can use the toilet independently most of the time, I can independently pull my pants up and down and wash my hands. I can say when I am happy or sad. I am increasingly comfortable leaving my main carers when I am in a familiar environment. I am happy to play alongside other children and enjoy their company. I choose where I would like to play. I show interest in nursery activities. I am beginning to understand social boundaries and rules in regard to sharing, hitting, and taking turns.</p> | | |
| | Progression point 1 | Progression point 2 | Reception Ready |



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| <p>I can wait my turn, when an adult is there to remind me, when I want to play on equipment e.g. going down the slide. I can choose what I want to do and find resources I need when playing.</p> <p>I select activities and resources with help from an adult. I can eat using a spoon and fork. I can tell you when I need the toilet. I tell an adult when I am hungry or tired. I like to be praised by adults and taking responsibility for carrying out small tasks.</p> <p>When it is on my own terms, I engage in simple pretend-play and talk to others as I play. I join in play with other children and initiate play with others.</p> | <p>I can take turns when I play simple games in a small group with an adult e.g. snap or a game of skittles. I can tolerate delay when my needs are not immediately met. I can tell you how I am feeling.</p> <p>I can pull my pants down and up and go to the toilet myself. I can wash my own hands. I can drink from a cup (one handled), holding it in only one hand.</p> <p>I actively seek out other children to play with and form friendships with other children. I keep play going by responding to what others say or do.</p> <p>Increasingly follow rules, understanding why they are important.</p> | <p>I enjoy the company of other children. I use words to negotiate rather than actions. I understand that my actions affect others. I am willing to participate in a wide range of activities. I usually adapt my behaviour to changes in routine or different social situations.</p> <p>I am confident in asking adults for help.</p> <p>I understand how to take turns as well as how to share. I show care and concern for younger children and my friends if they are upset. I initiate conversations with others and take account of what they say.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry'</p> |
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| | | | or 'worried'. Understand gradually how others might be feeling. |
| Focus Vocabulary | Vocabulary will be developed across all areas of learning including core books and enrichment opportunities. Kind, kind hands, share, friends, helping, tidy, happy, sad, calm, peaceful, loved, angry, confused, worried, choices, good, bad. | | |
| Where I might see this in the provision? | Throughout the EYFS environment. | | |
| Physical | <p>EYFS Statutory Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.</p> <p>Nursery Ready - Rising three's by the end of the term that they start. I hold a pencil between my first two fingers and thumb to copy a circle and a cross. I draw a person with a head and usually one or two other features. I can roll dough into balls and sausage shapes. I can stack ten wooden blocks. I can snip with scissors. I move freely in a range of ways. I can run skilfully with wheeled toys, turning around obstacles and corners. I recognise something when shown only a small part of the object. When you show me half the object I can tell you what it is. I can find and point out to you specified features or items in books, pictures and my environment</p> | | |
| | Progression point 1 | Progression point 2 | Reception Ready |
| | I move freely in a range of ways, e.g. rolling, crawling, sliding, shuffling. I can run skillfully with wheeled toys, turning around obstacles and corners. I can roll a ball along the ground towards a target. I can successfully navigate my way around a simple obstacle | I can hop on one foot. I can jump over low level obstacles. I can roll a ball along the ground at a target. I can throw a ball in the air underarm. I can throw an object overarm. I am beginning to construct my own obstacle course by safely transporting large loose | I can run smoothly with changes in speed, negotiating space successfully. I can jump off an object and land appropriately. I travel with increasing confidence and skill over, under, around and through equipment. I can climb low level ladders and trees using alternate hands and feet. I can roll a ball at a target. I can |



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| | <p>course beginning to demonstrate balancing, walking, crawling and jumping from a small height.</p> <p>I am beginning to hold scissors correctly use them to make snips.</p> <p>I hold a pencil, paintbrush or mark making tool to make marks.</p> <p>Begin to have a go at being independent by own coats and shoes.</p> | <p>parts and attaching them securely. I can demonstrate a variety of movements confidently.</p> <p>I can use scissors independently to snip, and cut lines, and around simple shapes.</p> <p>I use mark making tools to make marks, draw lines, squiggles, faces, a head and a body part.</p> <p>I can put on my own coat, hat, mittens, wellies, shoes.</p> | <p>throw a ball over and underarm at a target.</p> <p>I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>I can hold a pencil with increasingly good control and with preference for a dominant hand.</p> <p>I can use a pen to draw a simple person.</p> <p>I can zip up my own coat.</p> |
| Focus Vocabulary | balance, hop, jump, skip, run, jog, walk, cut, scissors, snip, pencil, paintbrush | transport, safe, roll, throw, underarm, overarm, target, obstacle course | balance, hop, jump, skip, run, jog, walk, cut, scissors, snip, pencil, paintbrush, transport, safe, roll, throw, underarm, overarm, target, obstacle course |
| Where might I see this in the provision? | Dough disco, play dough, mark making, funky fingers, PE, outdoors, sand and water, creative, construction (large and small), loose parts, computers | dough disco Squiggle whilst you wiggle play dough, mark making, funky fingers, PE, outdoors, sand and water, creative, construction (large and small), loose parts, computers | dough disco Squiggle whilst you wiggle play dough, mark making, funky fingers, PE, outdoors, sand and water, creative, construction (large and small), loose parts, computers |
| Literacy | <p>EYFS Statutory Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy</p> | | |



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| | <p>recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p> <p>Nursery Ready - Rising threes by the end of the term that they start.</p> <p>I am beginning to make marks on paper. I respond to familiar sounds such as animal sounds, environmental sounds and musical instruments. I can listen to a short story and am beginning to have favourite stories. Pay attention and responds to the pictures or the words.</p> | | |
| | <p>Progression Point 1</p> <p>I can listen carefully to and distinguish between environmental sounds and sounds from different musical instruments.</p> <p>I make marks on paper. I sometimes talk about my drawings/marks.</p> <p>I enjoy listening to stories and have favourite books.</p> <p>I am aware that signs and symbols within the environment carry meaning.</p> | <p>Progression Point 2</p> <p>I am beginning to identify words that rhyme. I can count and clap syllables. I can recognise my name. I know the first sound in my name. I have a go at writing my name. I ascribe meaning to the marks I make when I draw or paint. I often provide a running commentary as I make marks. I am beginning to distinguish between drawing and writing. I can talk about key features of favourite stories I have heard by stating who was in the story (character) and where they were (setting).</p> | <p>Reception Ready</p> <p>I recognise words with the same initial sound.</p> <p>I am beginning to segment simple cvc words. I can orally blend cvc words.</p> <p>I can write some or all of my name and form some letters accurately. I can identify the initial sounds of my first name. I am beginning to use known letters, i.e. from my name in my mark making.</p> <p>I engage in extended conversations about stories, learning new vocabulary. Understand the five key concepts about print:</p> <ul style="list-style-type: none">• print has meaning• print can have different purposes• we read English text from left to right and from top to bottom• the names of the different parts of a book• page sequencing |
| Focus Vocabulary | draw, write | syllable, rhyme, beginning sound, end sound | initial sound, sound talk, blend |
| Where might I see this in the provision? | Mark Making areas, small world, painting, reading corner | | |



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| Maths | <p>EYFS Statutory Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.</p> | | | | | | |
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| | <p>Nursery Ready - Rising three's by the end of the term that they start. Know that numbers can be used in everyday life and use numbers and number language in my play. I can give out objects to other children for the purposes of sharing although not equally e.g. if I have a box of cars I may give 1 to a friend then keep the rest. Use some shape names in play such as when using cutters in the play dough when making biscuits. I enjoy number songs. I use simple language to describe size, such as big and little.</p> | | | | | | |
| | <table border="1"><thead><tr><th data-bbox="413 540 941 584">Progression Point 1</th><th data-bbox="941 540 1469 584">Progression Point 2</th><th data-bbox="1469 540 2014 584">Reception Ready</th></tr></thead><tbody><tr><td data-bbox="413 584 941 1122"><p>Talk about and identify the patterns around them. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p><p>Sort objects into simple categories such as colour or object.</p><p>I can name colours.</p><p>(Science Link Looking for Patterns)</p><p>I am interested in number games and rhymes.</p><p>I know numbers that are significant to me.</p><p>I can recite number names with the intention of counting but they aren't always in the correct order.</p></td><td data-bbox="941 584 1469 1122"><p>I am beginning to subitise upto 3.</p><p>I say one number for each item 1,2,3.</p><p>I can show finger numbers upto 3.</p><p>I am beginning to compare quantities using language: 'more than', 'fewer than' when looking at small qualities of objects.</p><p>I play with 2D and 3D shapes to create pictures and structures. I pick shapes that are appropriate. I know the names of some simple 2D shapes.</p><p>I can copy an ABAB patterns and continue an ABAB pattern.</p><p>(Science Link Looking for Patterns)</p><p>I am beginning to sort objects by my own category.</p><p>(Science Link Identifying and Classifying)</p></td><td data-bbox="1469 584 2014 1122"><p>I can confidently subitise up to 3.</p><p>I can 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.</p><p>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'.</p><p>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'.</p></td></tr></tbody></table> | Progression Point 1 | Progression Point 2 | Reception Ready | <p>Talk about and identify the patterns around them. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>Sort objects into simple categories such as colour or object.</p> <p>I can name colours.</p> <p>(Science Link Looking for Patterns)</p> <p>I am interested in number games and rhymes.</p> <p>I know numbers that are significant to me.</p> <p>I can recite number names with the intention of counting but they aren't always in the correct order.</p> | <p>I am beginning to subitise upto 3.</p> <p>I say one number for each item 1,2,3.</p> <p>I can show finger numbers upto 3.</p> <p>I am beginning to compare quantities using language: 'more than', 'fewer than' when looking at small qualities of objects.</p> <p>I play with 2D and 3D shapes to create pictures and structures. I pick shapes that are appropriate. I know the names of some simple 2D shapes.</p> <p>I can copy an ABAB patterns and continue an ABAB pattern.</p> <p>(Science Link Looking for Patterns)</p> <p>I am beginning to sort objects by my own category.</p> <p>(Science Link Identifying and Classifying)</p> | <p>I can confidently subitise up to 3.</p> <p>I can 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.</p> <p>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'.</p> <p>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'.</p> |
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| | | | <p>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'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>(Science Link Identifying and Classifying)</p> <p>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.</p> <p>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...'.</p> <p>(Science Link Looking for Patterns)</p> |
| Focus Vocabulary | Number names 1-5. Pattern, sort, red, yellow, green, blue. heart, circle, star | circle, square, rectangle, triangle, pattern, more, less, subitise, 1,2,3,4,5 What can you see? How do you see it? Notice | circle, square, rectangle, triangle, pattern, more, less, subitise, 1,2,3,4,5 What can you see? How do you see it? Notice long, short, tall, small, big, little, tiny, heavy, light, pattern, circle, square, rectangle, triangle, |



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| Where might I see this in the provision? | Role play, sand, water, construction, loose parts, play dough | Role play, sand, water, construction, loose parts, play dough | Role play, sand, water, construction, loose parts, play dough |
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| Understanding the World | <p>EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> <p>Nursery Ready - Rising three's by the end of the term that they start. Enjoy exploring their immediate environment and interact using all their senses with the world around them. Understand simple differences between them and others. They are able to talk about their family and remember some special times in their immediate lives.</p> | | |
| | <p>Progression Point 1 I can explore my new indoor and outdoor environment. I am beginning to talk about the changes I can see outdoors during Autumn. I can collect and am beginning to sort natural objects. Geography & Science (Identifying and Classifying) link I can talk about myself and identify similarities and differences between myself and others. I know about my family and I am beginning to talk about significant events in my life e.g. birthday. History Link & RE Link (F4)</p> | <p>Progression Point 2 I can talk about the features of where I live. I can see the difference between my village and a village in Africa (Handa's Surprise) I am beginning to follow a simple route. I am beginning to describe a simple familiar route. I notice the changes between seasons in my immediate environment. Geography link. Science link (observing changes over time) I am increasingly confident to talk about how I celebrate significant events in my life. I am beginning to use the EYFS timeline to recall special</p> | <p>Reception Ready I am beginning to understand how I can help look after our local environment, to make it a nice place for people and animals to live. I can describe a familiar route, I am beginning to draw or make simple maps using photographs of my immediate environment. I can talk about how my immediate environment (the school field and grounds) changes throughout the seasons. I can talk about some of the things that plants need to grow. Geography link. Science link (observing changes over time) I am beginning to use a simple calendar to highlight key events and beginning</p> |



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| | <p>I am beginning to talk about people who are special to me. I am beginning to say what makes my family and friends special. I am beginning to recall simply what happens at a traditional Christian festival (Christmas). RE Link (F2)</p> | <p>events/learning opportunities I have had in Nursery. History Link</p> <p>I am beginning to talk about things I find interesting, puzzling or wonderful about the world e.g. animals. RE Link (F1)</p> <p>I am beginning to recognise and retell stories connected with celebration of Easter</p> <p>I can talk about why Easter is a special time for Christians. RE Link (F3)</p> | <p>to use vocabulary such as yesterday to talk about past events. I can confidently talk about significant events within my life and begin to compare with others. I am able to talk about significant people who help our local community. I can reflect and recall special events and learning opportunities using the EYFS timeline. History Link</p> <p>I can talk about somewhere that is special to me and why. I recognise that some religious people have places which have special meaning for them. RE Link (F5)</p> <p>I am beginning to talk about some religious stories. I am beginning to recognise some religious words, e.g. about God I am beginning to identify some of my own feelings in the stories I hear. RE Link (F6)</p> |
| Focus Vocabulary | <p>Autumn, leaves, pine cones, tree, winter, classroom, nursery garden, field and meadow, allotment. me, myself, family, Christmas, Christian, celebrate, Christmas tree, Christmas cards, presents, nativity, Jesus, Diwali, festival, celebration</p> | <p>Winter, Spring, weather, cold, frozen, snow, ice, melt, flowers, bulbs, seeds, grow, new life Holywell, house, village, Africa. Infront, behind, on, in. Birthday, family, Easter, new life, eggs, celebrate,</p> | <p>Summer, hot, map, school, through, across, straight, forward, on, in, under, behind, across, through. yesterday, police, nurse, doctor, remember when, church, mosque</p> |



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| Where might I see this in the provision | Outdoors, stories and story baskets, collections of loose parts, creative area, play dough, mark making areas, creative | Outdoors, stories and story baskets, collections of loose parts, creative area, play dough, mark making areas, creative | Outdoors, stories and story baskets, collections of loose parts, creative area, play dough, mark making areas, creative |
| Expressive Arts and Design | <p>EYFS Statutory Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Nursery Ready - Rising three's by the end of the term that they start. Enjoy joining in with singing, dancing and action songs. I explore materials, colours and textures using all my senses. I make simple models using my own ideas. I make marks intentionally and for a purpose. I enjoy role playing in familiar roles.</p> | | |
| | <p>Progression Point 1 I use less familiar themes within my pretend play but still based upon my first hand experiences e.g. pretending to go to the doctor or pretending to be a waiter at a restaurant. I can pretend without an object e.g. pretending my hand is a cup and drinking from it. I can substitute objects that do not resemble the real thing e.g. pretending a block is a bus on its way to the bus station.</p> <p>English Link</p> <p>I freely mark make controlled lines and shapes. I am beginning to talk about my drawing and paintings.</p> | <p>Progression Point 2 I give my puppets, role play characters and small world characters a 'voice' so that they can 'talk' to each other. I play alongside other children who are engaged in the same pretend play theme as me, often in the same role.</p> <p>English Link</p> <p>I can Create closed shapes with continuous lines and I am beginning to use these shapes to represent objects such as a person with a head and limbs.</p> <p>Art Link</p> <p>I am beginning to choose shapes</p> | <p>Reception Ready I am beginning to play imaginatively within themes I have not had first hand experience of but are often based upon favourite stories e.g. flying to the moon or being a pirate on a ship. I am beginning to pretend play with other children, each of us taking on different roles. I am starting to pretend using gestures, mime and unrealistic objects.</p> <p>English Link</p> <p>Drawings are beginning to include detail such as facial details and fingers and toes on limbs. I draw increasingly detailed objects, and add a narrative to my work. I am</p> |



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| | <p>I explore colour and how they change when mixed during independent play.</p> <p>Art Link</p> <p>I know how to and can use sellotape and glue effectively to hold materials together. I can use scissors to make snips and cut straight lines.</p> <p>I enjoy exploring materials to create models.</p> <p>DT Link</p> <p>I can listen with increased attention to sounds.</p> <p>I join in with singing.</p> <p>I know some nursery rhymes and request my favourite ones.</p> <p>I am enjoying learning new songs and exploring instruments</p> <p>Music Link</p> | <p>and materials to represent my ideas such as a box for a car or round lids for wheels.</p> <p>DT Link</p> <p>I am beginning to respond to what I have heard, and express my thoughts and feelings.</p> <p>I play instruments whilst I sing along to songs.</p> <p>I can choose appropriate instruments, e.g. a drum for a loud noise.</p> <p>Music Link</p> | <p>beginning to use colour for a purpose in drawings and paintings.</p> <p>I am aware that I can create new colours by mixing two colours together.</p> <p>Art Link</p> <p>I can independently plan what I am going to create and use simple tools effectively. I choose appropriate shapes. I can talk about the models and creations I make.</p> <p>DT Link</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Music Link</p> <p>I can remember and sing entire songs we have learnt.</p> <p>I can sing the pitch of a tone sung by another person ('pitch match'). I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>I can create my own songs or improvise a song around I know</p> <p>Music Link</p> |
| Focus Vocabulary | scissors, sellotape, glue, gluestick, cutting, snip, glue spreader. drum, tambourine, triangle, shaker, maracas | model, attach, join | |



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| | Role Play Specific - please, thank you, food, drink, tea, coffee, phone, cooker, pan, knife, fork, spoon, plate, bowl, Please could I have...? Would you like....? | Role Play Specific - hob, microwave, iron, ironing board, hoover, dangerous, hot, taste, kettle How long will it take to cook? What can I have to eat? | Role Play Specific - What are you using that for? What can you use? What do we need? Where are you going? Why? |
| Where might I see this in the provision? | Role play area, small world toys, reading corner, outdoors, sand, water, play dough, creative, mark making, painting. | Role play area, small world toys, reading corner, outdoors, sand, water, play dough, creative, mark making, painting. | Role play area, small world toys, reading corner, outdoors, sand, water, play dough |
| Outdoor Learning | Outdoor is important to our EYFS children as it provides the children with skills, knowledge and experiences that can not be found in the classroom. Being outside allows children to connect with and become immersed in nature and the environment using all their senses, communicate freely with their peers, and provide physical challenges that they can not experience indoors. It allows them time to imagine, create, take calculated risks, which in turn inspires confidence and resilience. It supports good mental health and fosters a life- long love of the outdoors. | | |
| | Progression Point 1 | Progression Point 2 | Progression Point 2 |
| Opportunities | Introduce children to the outdoor environment, the meadow, field, nursery garden and the yard. Introduce the rules about being safe outdoors. Learn about the season Autumn; observe the changes that are taking place in the outdoor environment. Leaves changing colour, falling down. Weather becoming cooler and the clothes we have to wear. learn to and have a go at putting on own coat. Den making Natural materials to make art/arrangements, sorting | Take part in Big Garden Bird watch Make bird feeders and observe birds Watch the changes autumn to winter and winter to spring Hibernation - look for places animals might hibernate around the school grounds. What animals live in our grounds that might hibernate? Exploring the weather - Ice, snow, frost. Explore melting. How can we make the ice/snow/frost melt? What do we need? Think about heat, sun, warming in our hands etc. What has happened to it? Can children talk about | Following directions, giving simple directions. Building increasingly complex obstacle courses Notice apples returning ready for autumn minibeasts Planting seeds and learning to care for plants. |



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| | <p>pick apples</p> | <p>their ideas and explain what they have observed?</p> <p>Make marks and patterns in ice/snow/frost with sticks, tools, footprints. Painting on snow and ice.</p> <p>Daily Mile</p> | |
| I can statements | <p>I understand not to eat or touch berries.</p> <p>I can put on wellies.</p> <p>I am starting to organise my outdoor clothing for outdoor learning.</p> <p>I can talk about some changes that happen in autumn. I am beginning to notice the differences in autumn leaves such as colour. I can sort them into colours.</p> <p>Science Link - (Observing changes over time. Identifying and classifying)</p> <p>I am learning how to safely transport and use the outdoor equipment.</p> | <p>I can independently organise my outdoor clothing for outdoor learning.</p> <p>I can talk about some changes that happen in winter and spring.</p> <p>I notice and talk about how the outdoors look when it is icy, snowy and frosty. I am beginning to understand the process of ice and melting through exploring the outdoors in winter.</p> <p>Science Link - (Observing changes over time)</p> <p>I know how to safely transport and use the outdoor equipment.</p> | <p>I am using my own ideas to build obstacle courses, and structures with the large loose parts.</p> <p>I notice and talk about the changes that happen in summer.</p> <p>I look after plants /in the nursery environment and know what they need to grow.</p> <p>Science Link - (Observing changes over time)</p> <p>I am confident to play independently in the outdoor areas.</p> |
| Focus Vocabulary | <p>Autumn, Winter, Summer, Leaves, Trees, seasons, red, yellow, orange, brown, field, meadow, nursery garden, yard, hibernate, Lock up, school, wheeled toys, mud kitchen, mix,</p> | <p>winter, spring, cold, frozen, melt, snow, ice, frost.</p> <p>buds, leaves, flowers, daffodil, pine cones, daily mile, hibernate</p> | <p>map, journey, directions, summer, through, across, over, under, Allotment, planting, grow, soil, seed, root, plant, butterfly, caterpillar, worm, spider, ladybird, bee, wasp, snail, slug</p> |



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| | stir, pour, fill, pan, jug, slide, climb balance, share, safe | | |
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