







Thursby School EYFS Curriculum map (and progression of skills) 2025-2026


*At Thursby we adopt a flexible approach to allow us to follow children's interests and natural curiosity. Our plans are used as a guide.

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me	Terrific Tales	Our Senses	Let's Imagine	Let it grow.	Our World
Focus texts	You Choose – Pippa Goodhart & Nick Sharratt. Pete the cat – James Dean The Colour Monster/The colour Monster goes to school – Anna Llenas. Introduce rhyme of the week.	The Little Red Hen Rosie's Walk Chicken Licken	Brown Bear, Brown Bear, what can you see? Bill Martin, Jr. Polar Bear, Polar Bear, what can you hear? Bill Martin, Jr.	Whatever Next! Jill Murphy We're Going on a Bear Hunt. Michael Rosen. Poem – A Little Seed	The Very Hungry Caterpillar. Eric Carle. Jasper's Bean Stalk. Nick Butterworth. Non-fiction texts.	Michael Recycle. Ellie Bethel Litter bug Doug. Ellie Bethel. The Boy who sailed the world. Julia Green
Other Possible Themes/ Celebrations / significant days.	Getting to know you. Ourselves, Our Families, Pets, Looking after ourselves, Our local area. Harvest Autumn Equinox. Diwali	Autumn, Being Friends, Fairytales, Imagination play. Halloween Guy Fawkes/Bonfire night Diwali Remembrance Day World Nursery Rhyme Week Christmas / Advent. Christmas Jumper Day/Lunch.	New Year Chinese New Year Valentine's Day Shrove Tuesday Lent	Easter World Book Day Mother's Day Red Nose Day	Earth Day Father's Day	Teddy Bears Picnic. Transition to next school year.
Communication and Language (C&L)  Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS/KS1 productions, assemblies and weekly interventions.	Nursery: Children will begin to develop listening skills, engage with stories, songs and rhymes. Children will begin to develop a wider vocabulary. Reception: Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important. Speaking Children will talk in front of small groups and their teacher offering their own ideas. Children will have developed a wider vocabulary.	Nursery: Children will be developing listening skills by joining in with stories and rhyme time. Children will be developing the use of new vocab – using story language in re-telling familiar tales and stories with props/small world. Reception: Listening, Attention and Understanding Children will begin to understand how and why questions. Speaking Children will use new vocabulary throughout the day.	Nursery: Children will continue to develop listening skills – joining in with small group and whole class circle time and discussions. Children will develop conversation skills – talk to others in small groups or an adult 1:1. Attempting to take turn in conversation. Reception: Listening, Attention and Understanding Children will learn to ask questions to find out more. Speaking Children will talk in sentences using conjunctions, e.g. and, because.	Nursery: Children will use props for retelling stories – using repeated refrains and story language. Children will begin to join in with small group and whole class discussions – turn taking in conversation modelled by an adult/peer. Reception: Listening, Attention and Understanding Children will retell a story and follow a story without pictures or props. Speaking Children will engage in non-fiction books and to use new vocabulary in different contexts.	Nursery: Children listen to simple instructions and follow small steps. Children will be developing vocabulary linked to new learning. Reception: Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how. Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.	Nursery: Children will listen to stories and relate them to their own experiences – food's they like. Children will talk and discuss what they know, and recall simple events. Reception: Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges. Speaking Children will talk in sentences using a range of tenses.
C&L Early Learning Goal - End of EYFS (Reception)						
<p>Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>						

<p>Personal, Social and Emotional Development (PSED)</p> <p>Children develop their personal, social and emotional skills throughout the year through SCARF sessions, circle times, social stories, high quality diversity stories, etc.</p> 	<p>Nursery: Children will be settling in to their new environment, and becoming familiar with new surroundings.</p> <p>Children will begin to build relationships with adults and peers.</p> <p>Children will begin to join in with toileting and hand washing routines.</p> <p>Reception: Self-Regulation Children will be able to follow one step instructions.</p> <p>Children will recognise different emotions.</p> <p>Children will focus during short whole class activities.</p> <p>Managing Self Children will learn to wash their hands independently.</p> <p>Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults.</p>	<p>Nursery: Children will be developing friendships with peers – beginning to share and take turns with adult support.</p> <p>Children will be developing their self-confidence, particularly during play.</p> <p>Children will enjoy ‘helping’ with daily routines and tasks.</p> <p>Children will begin to develop an awareness of their own feelings.</p> <p>Reception: Self-Regulation Children will talk about how they are feeling and to consider others feelings – also linking to focus text ‘On the way home’.</p> <p>Managing Self Children will understand the need to have rules.</p> <p>Building Relationships Children will begin to develop friendships.</p>	<p>Nursery: New intake of children settling in. Children may have formed special friendships.</p> <p>Children will be developing a continued awareness of their own and other people’s feelings – helping new children to settle in whilst gaining a sense of responsibility.</p> <p>Reception: Self-Regulation Children will be able to focus during longer whole class lessons.</p> <p>Managing Self Children will begin to show resilience and perseverance in the face of a challenge.</p> <p>Building Relationships Children will be able to use taught strategies to support in turn taking.</p>	<p>Nursery: Children will begin to identify and talk about their own emotions.</p> <p>Children will be becoming independent in managing own hygiene – toileting and hand washing.</p> <p>Children will have friendships, and enjoy playing with others 1:1 and in small groups.</p> <p>Reception: Self-Regulation Children will identify and moderate their own feelings socially and emotionally.</p> <p>Managing Self Children will develop independence when dressing and undressing.</p> <p>Building Relationships Children will listen to the ideas of other children and agree on a solution and compromise.</p>	<p>Nursery: New intake of children settling in.</p> <p>Children will have strong friendships, and a sense of responsibility, helping new children to settle in.</p> <p>Children will attempt to dress and undress themselves.</p> <p>Children will work in small groups, with adult support.</p> <p>Reception: Self-Regulation Children will be able to control their emotions using a range of techniques.</p> <p>Managing Self Children will manage their own basic needs independently.</p> <p>Children will learn to dress themselves independently.</p> <p>Building Relationships Children will learn to work as a group.</p>	<p>Nursery: Children will have formed relationships with adults and peers in class. Beginning to initiate conversations.</p> <p>Children will talk about taking turns during games/activities.</p> <p>Children will continue to develop self-care routines – toileting, hand washing, and dressing and undressing.</p> <p>Reception: Self-Regulation Children will be able to follow instructions of three steps or more.</p> <p>Managing Self Children will show a ‘can do’ attitude.</p> <p>Children will understand the importance of healthy food choices.</p> <p>Building Relationships Children will have the confidence to communicate with adults around the school.</p>
<p style="text-align: center;">PSED Early Learning Goal – End of EYFS (Reception)</p> <p>Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</p> <p>Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.</p>						
<p>Physical Development (PD) Specific PE sessions are taught using ‘Get Set 4 PE’ programme – focussed on fundamental skills.</p> 	<p>Nursery: Children will begin to develop gross motor skills, learning to make large movements, in large spaces. For example – making shapes with gymnastic ribbons outside.</p> <p>Children will begin to develop fine motor through using large/chunky equipment when mark making.</p> <p>Reception: Gross Motor Children will learn to move safely in a space.</p> <p>Fine Motor Children will begin to use a tripod grip when using mark making tools.</p> <p>Planned PE focus – Get Set for PE Introduction to PE Unit 2</p>	<p>Nursery: Children will be developing an interest in moving in different ways – fast, slow, running, jumping, stamping, etc.</p> <p>Children will be developing fine motor skills through activities such as threading, peg boards, connecting links, Duplo, playdough, etc.</p> <p>Reception: Gross Motor Children will explore different ways to travel using equipment.</p> <p>Fine Motor Children will accurately draw lines, circles and shapes to draw pictures.</p> <p>Planned PE focus – Get Set for PE Fundamentals Unit 2</p>	<p>Nursery: Children will be developing gross motor skills: obstacle course – balance, under/over/through movements, climb, jump, run and crawl.</p> <p>Most children will have developed a dominant hand, and will be beginning to developing a comfortable tripod grip when using a pencil.</p> <p>Reception: Gross Motor Children will be able to control a ball in different ways.</p> <p>Children will balance on a variety of equipment and climb.</p> <p>Fine Motor Children will handle scissors, pencil and glue effectively.</p> <p>Planned PE focus – Get Set for PE Dance Unit 2. Large Apparatus</p>	<p>Nursery: Children will be exploring different ways of moving over, under and through equipment.</p> <p>Dominant hand – supporting pencil grip. Comfortable tripod.</p> <p>Reception: Gross Motor Children will jump and land safely from a height.</p> <p>Fine Motor Children will use cutlery appropriately.</p> <p>Planned PE focus – Get Set for PE Gymnastics Unit 2. Orienteering.</p>	<p>Nursery: Children will be practicing ball skills – rolling and catching a large ball.</p> <p>Children will be able to use pens, pencils and paint brushes to draw circles and lines.</p> <p>Children will be able to use tools to manipulate playdough – rolling pins/cutters.</p> <p>Reception: Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement.</p> <p>Children will be able to throw and catch a large ball.</p> <p>Fine Motor Children will hold scissors correctly and cut out small shapes.</p> <p>Planned PE focus – Get Set for PE Ball skills Unit 2 Orienteering.</p>	<p>Nursery: Children will join in with group games – practicing running, jumping, and negotiating space.</p> <p>Children will have an established pencil grip and be attempting to copy some letters, linking to Phase 2 phonic sessions.</p> <p>Reception: Gross Motor Children will be able to play by the rules and develop coordination.</p> <p>Fine Motor Children will form letters correctly using a tripod grip.</p> <p>Planned PE focus – Get Set for PE Games Unit 2. Sports Day/Athletics.</p>

PD Early Learning Goal - End of EYFS (Reception)						
Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.						
Fine Motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.						
Literacy Talk time, Picture News, Talking Art project, Rhyme of the week. 	<p>Nursery: Children will listen to stories and begin to join in with repeated refrains and predict key events.</p> <p>Children will show interest and begin to recognise familiar print – name, logos, etc.</p> <p>Children will begin to show interest in mark making, and may begin to give meaning to the marks they make.</p> <p>Reception: Comprehension Children will independently look at a book, hold it the correct way and turn pages.</p> <p>Word Reading Children will segment and blend sounds together to read words.</p> <p>Writing Children will give meanings to the marks they make.</p>	<p>Nursery: Children will begin to engage with and enjoy an increasing range of books.</p> <p>Children will begin to recognise familiar print – their own name, logos, etc.</p> <p>Children will be attempting to mark making – and start to give meaning to the marks they make.</p> <p>Reception: Comprehension Children will engage and enjoy an increasing range of books.</p> <p>Word Reading Children will begin to read captions and sentences.</p> <p>Writing Children will form letters correctly.</p>	<p>Nursery: Children will join in with chanting and doing actions to familiar stories – Talk for Writing. Brown Bear, Brown Bear, What can you see?</p> <p>Children will be able to recognise own name.</p> <p>Children will be attempting to write their own name – tracing, copying.</p> <p>Reception: Comprehension Children will act out stories using recently introduced vocabulary.</p> <p>Word Reading Children will recognise taught digraphs in words and blend the sounds together.</p> <p>Writing Children will write words representing the sounds with a letter/letters. Talk for Writing - Make up stories about themselves using their imagination (based on focus text Brown Bear, Brown Bear, what can you see?) – verbally, pictorial and attempt written.</p>	<p>Nursery: Children will re-tell familiar stories using story language – repeated phrases. (We're going on a Bear Hunt)</p> <p>Children will recognise familiar print – logos and names of friends in class.</p> <p>Some children will be able to write their own name – copying.</p> <p>Reception: Comprehension Children will be able to talk about the characters in the books they are reading.</p> <p>Word Reading Children will read words containing tricky words and digraphs,</p> <p>Writing Children will write labels/phrases representing the sounds with a letter/letters.</p> <p>Talk for Writing – Make and develop story maps around focus text – We're going on a bear hunt.</p>	<p>Nursery: Children will begin to realise that information can be retrieved from books – non-fiction texts about planting and growing.</p> <p>Children will use story language and props/images to retell a familiar story.</p> <p>Children will draw pictures of favourite parts of a story – The Very Hungry Caterpillar / Jasper's Beanstalk.</p> <p>Reception: Comprehension Children will retell a story using vocabulary influenced by their book.</p> <p>Word Reading Children will read longer sentences containing phase 4 words and tricky words.</p> <p>Writing Children will write words which are spelt phonetically.</p> <p>Talk for Writing – innovate focus text to create own stories. (TVHC)</p>	<p>Nursery: Children will experience a variety of books exploring other countries and cultures.</p> <p>Children will understand that information can be retrieved from books, computers, magazines. (Adult support)</p> <p>Children will draw simple representations – people, food, animals, etc.</p> <p>Reception: Comprehension Children will be able to answer questions about what they have read.</p> <p>Word Reading Children will read books matched to their phonics ability.</p> <p>Writing Children will write simple phrases and sentences using recognisable letters and sounds.</p> <p>Talk for Writing- Adapt and innovate focus text to create a new story.</p>
Literacy Early Learning Goal - End of EYFS (Reception)						
Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.						
Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.						
Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.						
Phonics Phonics sessions will be taught using the LITTLE WANDLE Letters and sounds phonics programme.	<p>Nursery: Phonics – Phase 1: Environmental and voice sounds.</p> <p>Reception: Phonics – Little Wandle Phase 2</p>	<p>Nursery: Phonics – Phase 1: Environmental and voice sounds. S a t p l n</p> <p>Reception: Phonics – Little Wandle Phase 2/3</p>	<p>Nursery: Phonics – Phase 1: Instrumental sounds. M d g o c k e</p> <p>Reception: Phonics – Little Wandle Phase 3.</p>	<p>Nursery: Phonics – Phase 1: Rhyme and Rhythm. U r h b f l j</p> <p>Reception: Phonics – Little Wandle -Phase 3</p>	<p>Nursery: Phonics – Phase 1: Alliteration. V w y z qu ch</p> <p>Reception: Phonics – Little Wandle - Phase 3/4</p>	<p>Nursery: Phonics – Phase 2: Introduce linking letters to sounds. (ck x sh th ng nk)</p> <p>Reception: Phonics – Little Wandle Phase 4/5</p>
Mathematics Following White Rose Maths. 	<p>Nursery: Children will join in with early Mathematical Experiences: Counting rhymes and songs</p> <p>Children will begin to match and sort objects – by one attribute i.e; colour.</p> <p>Reception: Children will match and sort objects by attributes – size, colour, shape, etc.</p>	<p>Nursery: Children will join in with counting rhymes.</p> <p>Children will practice touch counting objects 1-3.</p> <p>Shapes – Children will become familiar with circles and squares, and use these shapes to make pictures.</p> <p>Reception: Number</p>	<p>Nursery: Children will continue to join in with counting Rhymes</p> <p>Children will be practicing counting objects to 5.</p> <p>Shape – Children will explore the shape 'square'.</p> <p>Reception: Number</p>	<p>Nursery: Children will recite and count objects to 5, and attempt beyond.</p> <p>Children will begin to recognise numerals to five.</p> <p>Reception: Number Children will have a deep understanding of numbers 1-10.</p>	<p>Nursery: Children will represent numbers to 5.</p> <p>Children will recognise numeral to five.</p> <p>Children will use mathematical language – tall, short, the same as.</p> <p>Reception: Number Children will revise number bonds to 5, and attempt number bonds to 10.</p>	<p>Nursery: Children will confidently recite, count and represent numbers to 5.</p> <p>Shape and pattern – creating pictures.</p> <p>Reception: Number Children will know number bonds to 10, including doubling facts.</p> <p>Numerical Patterns</p>

	<p>Number Children will have a deep understanding of 1-3 – including the composition of these numbers and comparing these numbers.</p> <p>Numerical Patterns Children will verbally say which group has more or less.</p>	<p>Children will have a deep understanding of numbers 1-5 – including representing, composition and comparing of these numbers these numbers.</p> <p>Numerical Patterns Children will compare equal and unequal groups.</p> <p>Shape - Circles, Triangles and positional language.</p>	<p>Children will have a deep understanding of numbers 1-8.</p> <p>Numerical Patterns Children will understand and explore the difference between odd and even numbers.</p> <p>Children will explore one more and one less.</p> <p>Shape – 4 sided shapes.</p>	<p>Numerical Patterns Children will add and subtract using number sentences.</p>	<p>Numerical Patterns Children will share quantities equally.</p>	<p>Children will be able to count beyond 20.</p> <p>Children will be able to solve mathematical problems, adding and subtracting.</p> <p>Shape – matching shapes and extending arrangements</p>
<p>Maths Early Learning Goal - End of EYFS (Reception)</p> <p>Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>						
<p>Understanding the World (UW)</p> <p>People, Culture and Communities/RE – Children will engage with the Discovery RE programme.</p>  <p>RE – following the scheme Discovery RE.</p>	<p>Nursery: Children will join in with discussions about themselves, their family, and their experiences.</p> <p>Children will explore the outdoor environment, and be encouraged to notice some seasonal changes that are happening.</p> <p>Reception: History: Past and Present Children will know about their own life story and how they have changed.</p> <p>Geography: People, Culture and Communities Children will know about features of the immediate environment.</p> <p>Science: The Natural World Children will understand the terms ‘same’ and ‘different’.</p> <p>RE: People, Culture and Communities Christianity Reflect on special people: families, friends, role- models and Jesus (performing miracles). Judaism Talk about school rules. Moses (role-model for Jews) and the Ten Commandments.</p>	<p>Nursery: Children will talk about themselves and their family – Christmas time. Recalling previous experiences.</p> <p>Children will explore the changes in the outdoor environment – cold, frost, etc.</p> <p>Children will become aware of The Christmas Story.</p> <p>Reception: History: Past and Present Children will know some similarities and differences between things in the past and now. (Toys)</p> <p>Geography: People, Culture and Communities Children will know that there are many countries around the world.</p> <p>Science: The Natural World Children will explore and ask questions about the natural world around them.</p> <p>RE: People, Culture and Communities Christianity Christmas: Giving, saying Thank you and the Christmas story and celebration.</p>	<p>Nursery: Children will learning and talk about heroes, and what they have done to help our world .</p> <p>Reception: History: Past and Present Children will talk about the different times of the year – identifying seasons.</p> <p>Geography: People, Culture and Communities Children will know that people around the world have different religions.</p> <p>Science: The Natural World Children will talk about features of the environment they are in and learn about the different environments.</p> <p>RE: People, Culture and Communities Hinduism Reflect on different celebrations: New Year Chinese New Year Persian New Year (Nowruz) Holi (Hindu Festival of Colours)</p>	<p>Nursery: Children will be able to talk about past events in their lives.</p> <p>Children will talk about being part of the Thursby community.</p> <p>Children will explore the outdoor area, and notice some differences (spring flowers growing, etc).</p> <p>Reception: History: Past and Present Children will talk about past and present events in their lives and what has been read to them.</p> <p>Geography: People, Culture and Communities Children will know about people who help us within the community.</p> <p>Science: The Natural World Children will make observations about plants discussing similarities and differences.</p> <p>RE: People, Culture and Communities Christianity Easter and new beginnings: Signs of Spring Easter celebrations</p>	<p>Nursery: Children will acknowledge that other countries may speak other languages.</p> <p>Children will talk about plants and animals and their features – seed, stem, petal, egg, chick, etc.</p> <p>Reception: History: Past and Present Children will know about the past through settings and characters.</p> <p>Geography: People, Culture and Communities Children will know that food is grown around the world.</p> <p>Science: The Natural World Children will make observations about plants and animals discussing similarities and differences.</p> <p>RE: People, Culture and Communities Christianity, Islam, Hinduism and Sikhism Story time: What we can learn from different stories?</p>	<p>Nursery: Children will explore maps, making simple representations. (animal treasure maps)</p> <p>Children will explore the changes within our garden – plants, flowers and vegetable’s growing.</p> <p>Reception: History: Past and Present Children will know about the past through settings, characters and events and celebrations.</p> <p>Geography: People, Culture and Communities Children will know that simple symbols are used to identify features on a map – water, land, forest.</p> <p>Science: The Natural World Children will know some important processes and changes in the natural world, including states of matter.</p> <p>RE: People, Culture and Communities Christianity, Islam and Judaism Reflect on Special places: What and why places are special? Our homes, world, churches, mosques and synagogues.</p>
<p>UW Early Learning Goal - End of EYFS (Reception)</p> <p>Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>						
<p>Expressive Arts and Design</p> <p>Music sessions are taught using the</p>	<p>Nursery: Children will become familiar with ‘Rhyme of the week’, and attempt to join in with simple phrases and actions.</p>	<p>Nursery: Children will begin to explore the different sounds that instruments make.</p>	<p>Nursery: Children will explore moving to the sound of music.</p>	<p>Nursery: In imaginative play children will use dressing up and props to act out roles from own experiences.</p>	<p>Nursery: Children will begin to explore playing instruments.</p>	<p>Nursery: Children will retell familiar stories and tales during play – using props, story language and collaborate with peers.</p>

<p>Charanga scheme of work.</p>  <p>Art & Design curriculum is enhanced by Kapow scheme of work.</p>	<p>Children will begin to explore colour.</p> <p>Reception: Music: Being Imaginative Children will sing and perform nursery rhymes.</p> <p><i>See Charanga Progression of Skills document.</i></p> <p>Art & Design: Creating with Materials Children will experiment mixing with colours.</p> <p>Charanga: Me!</p>	<p>Children will engage with Christmas craft activities, and be encouraged to talk about the different textures they are using.</p> <p>EYFS & KS1 Christmas Production</p> <p>Reception: Music: Being Imaginative Children will experiment with different instruments and their sounds.</p> <p><i>See Charanga Progression of Skills document.</i></p> <p>Art & Design: Creating with Materials Children will experiment with different textures.</p> <p>EYFS & KS1 Christmas Production</p> <p>Charanga: My Stories</p>	<p>Children will begins to use recycled materials to junk model and build.</p> <p>Reception: Music: Being Imaginative Children will create narratives based around stories.</p> <p><i>See Charanga Progression of Skills document.</i></p> <p>Art & Design: Creating with Materials Children will safely explore different techniques for joining materials.</p> <p>Charanga: Everyone!</p>	<p>Children will join in with Music sessions, beginning to move in time to the music.</p> <p>Reception: Music: Being Imaginative Children will move in time to the music.</p> <p><i>See Charanga Progression of Skills document.</i></p> <p>Art & Design: Creating with Materials Children will make props and costumes for different role play scenarios.</p> <p>Charanga: Our World</p>	<p>Children will explore using a variety of materials to make representations – animals.</p> <p>Reception: Music: Being Imaginative Children will play an instrument following a musical pattern – glockenspiel.</p> <p><i>See Charanga Progression of Skills document.</i></p> <p>Art & Design: Creating with Materials Children will explore and use a variety of artistic effects to express their ideas and feelings.</p> <p>Charanga: Big Bear Funk</p>	<p>Children will begin to talk about their creations, using simple explanations.</p> <p>Reception: Music: Being Imaginative Children will invent their own narratives, stories and poems.</p> <p><i>See Charanga Progression of Skills document.</i></p> <p>Art & Design: Creating with Materials Children will share creations, talk about process and evaluate their work.</p> <p>Children will prepare food safely. Visitor – Phunky foods</p> <p>Charanga: Reflect, Rewind, Replay.</p>
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CYCLE A	Possible visits	Possible visitors
Autumn 1	Walk around our school and local area.	Other class teachers/school staff and pupils.
Autumn 2	Christmas Aztec soft play	Performing Christmas production for friends and family.
Spring 1	Visitor – Dentist or Audiologist.	Fancy dress day – dress as your favourite character/hero (linking with WBD)
Spring 2	Holmehead house	Easter Bunny visit
Summer 1		Chicks in incubator (lifecycle) Phunky foods
Summer 2	Stockswood	Grandparents, NISCU, Tullie House Artefacts.

*Current planned visits / visitors are subject to change due to availability and cost