



Building Knowledge Across the Early Years

| R | Communication and Language | Physical Development | Personal, Social and Emotional Development | Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
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| ELGs | Listening & Attention Speaking | Gross motor skills Fine motor skills | Self-regulation Managing self Building relationships | Comprehension Word reading Writing | Number Numerical patterns | Past & present People, culture and communities The natural world | Creating with materials Being imaginative & expressive |
| Summer 2 Let's go Exploring | Generate original narratives using small world, figures or puppets or in role play with open ended props. Process language which includes challenging adjectives, verbs and positional vocabulary in instructions. Play games where they give instructions to each other. Recall and define specialist vocabulary for the half term. | Stack and align irregular and natural objects. Use hand moulding and building techniques with malleable materials. Use fine pincer mark-making tools with precision. Use a range of tools to dismantle mechanisms. Bounce a ball on the spot and on the move. Roll and throw a ball underarm at a target. Kick a ball at a target and to a partner. | Engage in games where different participants have different roles. Build strategies to challenge undesirable behaviour towards others. Set simple goals and articulate how they will set out to achieve them. | Name book characters and describe their qualities. Articulate the dilemmas characters face. Use the structure of rhyming texts to participate in the recall of the text. Set 2 and set 3 RWINC sounds – learning, using and applying in reading and writing. Write short compositions with more than one sentence. Use fingers spaces, capital letters and full stops. | Count by rote to 100. Make sets of 100, actual and transient. Count in decade numbers. Notice and articulate patterns on a 100 square. Recall and apply doubles and halves within 10. Continue and create more complex linear patterns. Continue and create circular and symmetrical designs with 2D and 3D shapes. Sort 3D shapes according to properties. Measure mass and capacity using simple non-standard measures. | Describe changes to trees and woodland plants in summer. Know and demonstrate how to nurture edible plants. Describe difference and similarities between animals and plants in our school forest and in Kenya. Compare physical features using aerial views and photographs. Name the physical features of a beach environment using secondary sources and first hand experiences. Describe natural and man-made beach detritus and know the dangers to wildlife from man-made rubbish. | Make detailed and accurate observational drawings of natural found objects and living things, including matching colours. Shape and mould wet sand and clay with hand tools to create particular effects. Generate simple oral and enacted narratives with role play props or small world. Use dance gestures and movement to tell a story. Use body percussion and instrumental sound effects to tell a story. Sing simple sea shanties. |
| Summer 1 Down in the Garden | Tell familiar stories with dialogue using small world figures or puppets or in role play with specific props. Memorise rhymes and songs by heart and talk about words in repeated phrases showing that word boundaries are noticed and not blurred e.g. Oncesuppona time – once –upon –a-time. Process and follow three step instructions. Answer open ended and speculative questions. Recall and define specialist vocabulary for the half term. | Join with tape and glue. Control large gardening tools including watering cans. Control printing tools to create a desired effect. Play boom whackers with wrist and shoulder control. Dismantle objects and mechanisms using a range of hand actions. Control and steer a ball by hand. Aim, roll, track and collect a ball using hands and feet. | Engage in more complex and extended turn-taking games. Read facial expressions and body language and extend the vocabulary of emotions. Articulate the reasons for success or failure in a challenge. Build strategies to make new friends. | Predict the development of the plot in a story. Empathise with characters. Make links between texts. Access simple non-fiction books to find out information and to ask questions. Write short compositions with more than one sentence. Set 2 and set 3 RWINC sounds – learning, using and applying in reading and writing. Use fingers spaces and full stops. | Count by rote to 50. Demonstrate understanding of the composition of 10 by partitioning and recombining by pair wise and five wise patterns on 10s frames. Recall and apply double 1 to double 5 Recall subtraction facts within 5 and apply. Demonstrate understanding of and recall evens and odds within 10. Count by rote to 100, recognising decade numbers. Name and describe attributes of 3D shapes in relation to their usefulness when model building. Narrate the pattern of a week using the names of days, weekend, today, tomorrow, yesterday | Describe changes to trees and woodland plants in Spring. Know and demonstrate how to grow seeds and care for seedlings. Name the stages and describe the transitions in the life cycle of a sunflower, butterfly and frog. Name and identify the features of a range of minibeasts found in our gardens. Describe some of the benefits of minibeasts in our gardens. | Make increasingly detailed observational drawings and paintings of natural found objects and living things. Print accurately with paint to achieve an effect and describe design choices. Move rhythmically on the spot and when travelling, using hands or feet to mark the beat. Echo simple, short rhythmic phrases with untuned percussion. Call and response songs. |

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| <p>Spring 2 Growing and Changing</p> | <p>Tell entire familiar stories using sequenced illustrations and/ or other resources as prompts. Answer open ended or speculative questions. Teach new skills to others verbally and by demonstration. Recall and define specialist vocabulary for the half term.</p> | <p>Safely use a wider range of food preparation tools including chopping boards and knives, graters and fruit squeezers. Control small games equipment when transporting, collecting and throwing. Travel across more complex obstacle courses including changes in height. Use fine mark-making tools to create texture and pattern in clay. Use large tools to dig and smaller hand tools to plant in the allotment garden.</p> | <p>Work in a small group on tasks like turn taking games without adult support. Work in pairs to succeed in a challenge. Articulate how to solve simple problems. Choose ingredients suited to a healthy snack or recipe.</p> | <p>Understand cause and effect in books they have heard or read. Predict the endings of books. Word play songs. Set 2 RWINc sounds – learning, using and applying in reading and writing. Write simple sentences with regular words, including those with diagraphs. Continue to develop accuracy in finger spaces. Begin to develop understanding of capital letters and full stops.</p> | <p>Count forwards and backwards within 20. Make comparison of length and height using non-standard measures. Composition of 9 Begin to demonstrate understanding of odd and even numbers Begin to demonstrate an understanding of doubles Demonstrate understanding of the composition of 6,7,8,9 by pair-wise and five wise patterns on 10s frames. Continue to subitise to 5. Sort 2D shapes according to properties. Narrate the pattern of the week using the names of the days.</p> | <p>Identify similarities and difference between babies and 4 year olds and describe how people change in the first 4 years of life. Identify similarities and difference between 4 year olds and adults. Describe how people grow up and change. Describe the roles of significant adults in the community. Interpret google earth street view of the route between school and Lidl. Name farm animals and their young. Describe and demonstrate an understanding of how to grow and take care of seeds. Predict what will happen to seeds and how they will change as we begin to plant our allotment garden. Describe some difference between farming now and in the past.</p> | <p>Make considered choices to create mixed media or relief design in clay. Speak and act in role, demonstrating recall of the jobs of key members of the community. Draw single or a sequence of images from the imagination to illustrate a story. Retell episodes from a known story with dialogue using small world figures or puppets. Memorise a short choreographed dance sequences to accompany songs in pairs or groups.</p> |
| <p>Spring 1 All Kinds of Weather (inc. Chinese New Year)</p> | <p>Play with words and 'funny' rhymes, including 'add you your word' rhyme. Participate in very familiar stories as choric speech between narrator and characters. Add connectives on the end of simple responses to include detail or causative extensions. Recall and define specialist vocabulary for the half term.</p> | <p>Weave, thread and tie Dig with trowels and hand forks to create deep holes. Recognise body changes during exercise. Travel across simple obstacle courses. Develop core strength through 'Squiggle while you Wiggle' activities. Develop throwing and catching skills. Throwing underarm and catching with two hands. Developing aiming skills by throwing to a target</p> | <p>Articulate the rationale for wider school regimes and expectations. Work in a small group on tasks like turn-taking games with adult support. Articulate simple problem solving approaches. Understand and name own feelings and those in others.</p> | <p>Recall key elements of books they have heard and read. Express preference for books. Learn more complex nursery rhymes. Read simple phonologically regular captions and sentences. Write simple sentences with regular words, including those with diagraphs. Begin to form an awareness of finger spaces between words.</p> | <p>Count forwards within 20. Composition of 6, 7, 8 partitioning and recombining. Subitise to 5. Narrate the pattern of the week using today, tomorrow, and yesterday. Begin to narrate the pattern of the week using the names of the days. Design with 2D shapes. Make 2D shapes out of other 2D shapes.</p> | <p>Describe changes to trees and woodland plants in Winter. Describe and explain changes in state with water. Describe and re-enact traditions from Chinese New Year celebrations. Describe and explain how penguins adapt to survive in Antarctica. Describe and explain changes in weather in different seasons. Observe, notice and discuss and record weather patterns across days and weeks. Compare different weathers they have experienced.</p> | <p>Retell episodes from a known story in role or small world play. Twist, wrap and weave with pressure and precision, narrating choices about colour and texture. Draw familiar landmarks from memory. Imitate more complex rhythm patterns with tapping instruments. Dance with large arm movements using props, ribbon and fabric.</p> |

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| Autumn 2 Colour and Celebration | Secure more complex rhymes. Secure agreed rules for conversational turn taking in smaller and larger groups. Respond to 'tell me more' to extend responses. Formulate and respond to I wonder, why? and how? questions. Follow two step instructions. Recall and define specialist vocabulary for the half term. | Join and separate small construction kit components by clicking and twisting. Use squashing techniques including rolling pins to achieve desired effects. Use small hammers accurately. Cut and turn along outlines. Travel in different ways with control and coordination. Hold a simple standing balance. Jump in different ways – changing level and direction. Balancing, carrying and passing beanbags using different parts of the body. | Follow wider school regimes. Articulate and demonstrate hand washing and food preparation. Identify healthy ingredients in healthy snacks. Distinguish between healthy food choices and special treats. Articulate and demonstrate teeth cleaning. Perform confidently to an audience in a simple adult structured presentation. | Grasp and use a wider range of structures in books and use these to aid participation. Look for cues in illustrations. Memorise and perform more complex nursery and action rhymes. Read Write Inc set 1 – become more accurate in word time word building. Use some letters in sequence to convey meaning, including CVC words. Begin to break speech into words when writing. Write lists, labels and captions. | Sort by one criterion. Recognise the odd one out in a set. Count back within 10, understanding the number before and counting back from a given number. Number composition of 5. Build on from Autumn 1 in confidence and accuracy when using subitising skills Use and apply positional language to develop spatial reasoning skills. Qualitative comparison of mass and capacity. Create AB transient linear patterns. Narrate the pattern of the school day using morning, lunchtime, afternoon, evening, bedtime, daytime, night-time. | Describe textures experienced through pumpkin exploration. Find and know some uses of the seeds. Describe changes to trees and woodland plants in Autumn. Know and demonstrate how to plant Spring flowering bulbs and predict what will happen. Describe family Christmas traditions. Describe celebrations and customs linked to Diwali. Name some special buildings in our community and explain how they are used in celebrations. Notice the change in day length and discuss day / night daily activities. | Create new colours by mixing paints and narrating the effects. Create new colours using pastels and pencils by mixing Autumnal colours. Use natural materials to reproduce representations of people. Engage in role play based on own experiences of celebrations. Generate short narratives about celebrations using small world props. Mark the beat and imitate rhythms with tapping and striking instruments. Know further actions songs and ring games by heart. Learn and perform a repertoire of songs – Christmas Nativity |
| Autumn 1 Magical Me (+Diwali) | Follow adult cues to listen. Know and demonstrate behaviours for successful listening. Participation in predictable texts. Recall a range of simple nursery rhymes. Ask either/ or questions. Participate in adult narration of independent learning. Follow one step instructions. Recall and define specialist vocabulary for the half term. | Stack, align and balance blocks of different shapes and sizes. Thread, peg and sew on cards. Cut along straight lines. Participate in hand action to match songs. Move safely in a large space, negotiating obstacles. Change direction and stop quickly on instruction. Use squashing techniques including rolling pins to achieve desired effects. | Follow classroom routines including self-help with clothing. Follow classroom expectations. Define what makes me special. Build vocabulary around feelings. | Develop book-like vocabulary and language structures through hearing patterned texts. Participate in, memorise and perform simple action rhymes. Read, Write Inc set 1. Begin to form some recognisable letters correctly. Use marks or some letters for meaning. Write labels. | Count forwards to 10, naming the number after and counting on from a given number. Count sets of objects or actions, demonstrating the cardinal rule within 5, then 10. Number composition of numbers to 5. Recognise commonality and make sets. Qualitative comparison of length and height. Complete AB visual patterns. Narrate the pattern of the school day using now, next, after playtime, after lunch, before home time etc. | Describe changes of state with 'cement' and clay and with ingredients when cooking. Describe and represent the home in 2D and 3D, naming rooms and parts of the building. Know that children were babies in the past. Know that adults were children in the past. Know that adults can remember things from the past. Talk about the jobs different adults in school and at home have. | Stack, align and balance with bricks and blocks on a range of scales. Draw familiar people from memory, with attention to detail. Enact domestic routines and brief family narratives using props. Mark the pulse of pieces of music using body percussion. Copy, memorise and perform a repertoire of simple hand action songs. |

↑ Transition From Nursery (PGPS and External) ↑

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| ↑ Transition into Reception ↑ | | | | | | | |
| Summer 2 Explorers (Transition) | <p>Talk about events now and in the past using appropriate tenses. Generate and complete causative sentences. Follow two part instructions. Begin to 'read along' with familiar books. Comment on books as they are being read. Have favourite books. Know a wider range of rhyme.</p> | <p>Drive ride on toys at speed, using the pedals to steer around obstacles. Collaborate with others to transport large items safely. Compete in a simple challenge with adult support. Copy adults to move in a variety of ways. Use a tripod grip to make marks, including enclosed spaces. Repeat the same mark making movement with control and ascribe meaning to marks. Play follow my leader in a small group, imitating a range of gross motor movements.</p> | <p>Articulate simple rules to other children. Develop appropriate ways of being assertive. Use a wider range of adjectives to describe feelings of friends and characters in books and films. Help other children to solve simple practical tasks. Initiate simple plans to resolve conflict such as offering to go second or passing over a resource. Spontaneously carry out a job for others in the group. Take a role in domestic play and speak from another point of view</p> | <p>Name and locate favourite books and give very brief descriptions of plot elements or characters. Re-enact very short excerpts from favourite texts using puppets or small world figures. Suggest what might happen next in unfamiliar books, drawing on the plot so far. Notice very familiar letter symbols in the environment such as letters from their name. Have a repertoire of known rhymes. Complete a phrase with the final rhyming word. Accurately claim familiarity with a small number of symbols such as letters from their name and house numbers. Use imitative writing during play. Demonstrate a hand preference. Write symbols in an order which approximate their name.</p> | <p>Link numerals to sets within 5. Predict changes in amounts in stories and rhymes, counting forwards and backwards. Use a few of their own symbols and marks to represent mathematical experiences. Combine 2D and 3D shapes to make new shapes and narrate the effects created. Compare area of 2D shapes by placing them on top of each other identifying and naming bigger and smaller. Correct an error ABAB pattern. Participate accurately in ABAB repeated patterns of actions. Talk about things that have already happened and things that are going to happen. Use terms day and night in relation to stories</p> | <p>Actively explore the properties of ever day materials through spontaneous experimentation, narrating findings. Answer closed and anticipatory questions in simple and adult led experiments about the properties of materials. Work alongside adults imitating their actions as they care for living things.</p> | <p>Generate simple stories inspired by props. Create original stories with small world figures, including dialogue. Use mark making tools to make very simple representational drawings. Accurately match instrumental sounds to familiar percussion instruments. Know by heart most of the words of simple repetitive` songs and melodic nursery rhymes</p> |
| Summer 1 Amazing Animals | <p>Use talk to organise play, assigning roles, directing others, choosing resources. Ask and answer why questions. Join in with very familiar repeated sections in books. Comment on or answer questions about illustrations. Know a range of rhymes and express preferences.</p> | <p>Run at speed negotiating obstacles. Travel above floor height by slowing and controlling movement. Weave materials into frames. Attempt some very simple fastenings when helping an adult with dressing and undressing. Develop techniques for working simple mechanism.</p> | <p>Follow rules without reminders. Listen and talk to special visitors to the setting. Contribute to decisions about room layout and resources. Use play with another child to extend and elaborate ideas. Accept simple resolutions suggested by adults and move on with play. Use self-calming spontaneously. Carry out simple tasks requested to help someone else. Use a small range of adjectives to describe the emotions of story characters and friends.</p> | <p>Locate familiar books within a larger selection. Begin to participate in the repetitive features of very familiar books. Suggest what might happen from memory. Answer how and why questions about a book. Know a few complete rhymes from heart. Create a range of marks with different tools and talk about their purposes. Recognise further examples of environment print from their immediate locality. make marks, including strings of symbols for others and ascribe meaning to them.</p> | <p>Link numerals to sets of 1,2 or 3. Use absolute measurement vocabulary to describe everyday objects such as heavy, tall, big, tiny empty. Compare lengths by aligning and accurately identify longer, taller and shorter. Process and use positional language accurately when describing book illustrations. Continue an ABAB linear pattern with everyday objects</p> | <p>Collect particular materials for a purpose. Demonstrate a range of actions through with remote control toys. Work alongside adults imitating their actions as they care for living things. Narrate life cycles e.g. caterpillar. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> | <p>Speak in role in simple story telling. Join materials in a range of ways to make things for a purpose. Use mark making tools with control to add detail to shapes</p> |

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| Spring 2 Terrific Tales | <p>Use back and forth conversations about play. Answer why questions Remain attentive to the end of the book with prompts. Anticipate the end of familiar books. Know a few rhymes by heart. Express preferences for rhymes</p> | <p>Drive tricycles by pedalling With an adult hand travel above floor height by walking or crawling. Use pincer movements to pick up small items or nip malleable materials. Post and thread Take own coat off and put it on.</p> | <p>Follow very simple rules to stay safe when visiting the wider locality with familiar adults. Spontaneously take turns, join in with simple discussions with an adult on how to make things fair. Choose the tools and materials they need to achieve their goal. Develop ways to calm themselves and use these with adult support.</p> | <p>Turn the pages of books from beginning to end, mimicking an adult reading some parts of the story. Remain engaged from the beginning to the end of longer books. Answer closed questions as a book is being shared. Join in sections of familiar rhymes with actions. Recognise a few examples of environmental print such as shop logos and food labels. Make continuous linear marks and other effects with hands and tools on a range of scales.</p> | <p>Solve everyday problems with numbers up to 5. Process and use positional language when out in the wider locality. Ascribe meaning to 3D shapes when building, according to their properties. Process language to fill and empty containers. Process language to create structures or arrangements longer, shorter, taller, wider than mine. Describe patterns on resources and the environment using everyday language or regularity and repetition to describe features.</p> | <p>Talk about the differences between materials and changes they notice. Respond appropriately to adult guidance to treat living things with care. Describe and enact some of the roles of community figures</p> | <p>Use a range of objects as props in spontaneous story telling. Create original stories with small world figures. Join materials for a purpose. Use mark making tools to make a range of enclosed shapes. Explore colour mixing</p> |
| Spring 1 Creatures Great and Small | <p>Begin to engage in simple dialogue about play. Join in with longer sections of favourite rhymes –some lines, words and actions. Show pleasure in favourite elements of rhymes</p> | <p>Hop on the spot to travel Bowl, roll, chase and collect tyres and barrels. Use the toilet independently, managing clothing and washing hands without reminders. Follow a toothbrush routine Copy all aspects of whole body action rhymes and challenges. Use a fork and spoon independently. Make marks with different size pens with a palmer grip.</p> | <p>Follow rules with simple verbal prompts or visual reminders. Take turns with verbal prompts from adults to pass over equipment. Choose and locate resources they need to achieve a goal.</p> | <p>Turn the pages of books from beginning to end, noting items of interest along the way. Name pertinent features in bikes illustrations as a story is being shared. Remain engaged from beginning to end of short books. Select books independently and locate aspects of interests within the pages. Use all actions to map the pace and shape of a rhyme with some words and phrases. Focus on marks as they are being created by a range of tools.</p> | <p>Subitise within 3 Show sets on fingers within 5 Process and use positional language accurately in small world scenes and when building. Arrange 2D shapes, narrating choices with informal descriptions of properties. Use everyday language to compare size.</p> | <p>Use some very simple adjectives to describe the sensory properties of everyday materials. Work alongside adults imitating their actions as they care for living things. Explain how things work e.g windup toys pulleys. Show interest in different occupations</p> | <p>Use materials for a purpose Use props appropriately to recreate a wider range of simple roleplays such as driving vehicles and shopping. Use figures from familiar stories and films to recreate short episodes Use mark making tools to make enclosed shapes</p> |

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| Autumn 2 Out of this World | <p>Join in with favourite rhymes- some lines, words and actions. Engage in short periods of joint attention with books. Participate with words, phrases or gestures as play is narrated</p> <p>Develop rhyme awareness</p> | <p>Run and freeze on demand. Climb apparatus with alternative, using own hands for support Know they need to use the toilet and go independently, following adult guidance with clothing. Wash hands with reminders. Copy most aspects of whole body action rhymes and challenges. Make marks with large tools using arms and shoulders.</p> | <p>Become more outgoing with other adults in the setting Begin to link up with others by seeking out the same play experience Locate and bring additional resources to activities to achieve a particular goal.</p> | <p>Develop preferences for picture books and seek out adults to share them. Anticipate favourite sections as the book is shared. Hold books independently, opening to find pages of interest. Process language to locate key features in illustrations. Demonstrate joint attention during rhyme time, imitating some actions. Make Marks on a range of scales with a range of tools and grips</p> | <p>Compare small sets of objects by processing language 'more ' and 'less' Count within and up to 5 with correspondence. Count sets to 5, applying the cardinal principle. Use one word informal descriptions of properties of 3D shapes as they build. Process language of everyday size during play. Process and use positional vocabulary in large scale physical play. Sort sets of objects such as building blocks into identical members.</p> | <p>Actively explore the properties of everyday materials through spontaneous experimentation Respond appropriately to adult guidance to treat living things with care. Continue to develop positive attitudes and the differences between people.</p> | <p>Use props, similar to those they represent. Appropriately during role play with simple dialogue. Use small world props in simple stories with some narration. Make marks with a wide range of tools and grips.</p> |
| Autumn 1 Marvellous Me | <p>Demonstrate joint attention when the group chant favourite rhymes. Imitate hand gestures and anticipate some words and join in with them. Play alongside an adult, attentive as play is narrated</p> | <p>Drive scooters, bikes and trikes by pushing feet. Climb steps/stairs with alternative feet, using a hand or handrail for support Jump two feet to two feet on the spot. Jump down from a higher to lower height. Travel by galloping on a with a leading foot Run at speed in the outdoor space Kick, roll, chase and collect a ball Copy some aspects of whole body action rhymes Know they need to use the toilet and wash hands</p> | <p>Begin to make friendships Form a secure bond with key adults and play in parallel. Observing others and copying ideas. Select from a small range of resources on offer within a single activity. Begin to follow the rules and routines of Nursey</p> | <p>Maintain focus on a short picture book shared with an adult to the end. Make marks on a range of scales with a range of tools and grips</p> | <p>Compare small sets of objects by processing language 'more than' Build with blocks of different shapes and sizes and loose parts, making good choices based on their understanding of properties. Process simple positional vocabulary in the run of child initiated play. Match pairs to demonstrate a secure grasp of commonality</p> | <p>Actively collect and enjoy transporting materials Follow adult prompts to explore sensory properties of everyday materials and demonstrate engagement through facial expression/body language Sustain interest in action and reaction toys Engage in joint attention with adults for short periods of time in respectful observations of living things Recognise themselves and name family Recognise that they can do things now that they couldn't do as a baby</p> | <p>Use props, similar to the items they represent, appropriately during simple domestic roleplay. Use small world props in short non-verbal narratives Make marks with a wide range of tools and grips Explore Colour Accurately match environmental sounds to pictures. Explore different sounds. Including musical instruments</p> |
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