

Long Term - Curriculum Overview Year EYFS 2025-26

Our Vision: At Bracebridge we aim to give our children the very best opportunities in education. Our school mission statement, *“being the best we can be,”* provides a framework whereby we put provide a happy, child focussed learning community where every child is valued and included. A learning community committed to going the ‘extra mile’ to meet the needs of our children and their families. We work hard to ensure that our children emerge as independent confident learners with high self-esteem, resilience and self-belief.

Cycle A Topic	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Nursery	You’ve got a friend in me!	Spectacular	Once upon a time!	We’re going on a bug hunt	Pets	We’re all going on a summer holiday
Reception	What makes me a me?	Out of this world	Let’s celebrate	Down on the farm	In the garden	Beside the Seaside
Values	Aspiration	Friendship	Honesty	Kindness	Respect	Responsibility
Enrichment/Themed Weeks	Emergency services visit Aspirations Week- (Careers Fayre) Muslim/ Christian/ Hindu Visit	Children in Need Christmas Crafternoons week EYFS Nativity Panto Caterpillar Music Club Odd Socks Day Church Visit	Child’s Mental Health Week (9rd-13th Feb STB) Safer Internet Day- 10th Feb (SOH) Valentines Disco NSPCC Number Day Teddy Bear’s Picnic Cathedral visit	Farm visit World Book Day – 5th March Book Week (JL) Red Nose Day Easter Service Mother’s and Others Day Minibeasts Library Visit	St Georges Day (Garden picnic) May Day Science Week (SOH) Pets/ Animal visit Welly Walk Caterpillar Music Club	Seaside trip Sports Week including Sports Day (STB/HB) Year 2 Leavers Summer Extravaganza Father’s Day Caterpillar Music Club

Communication and Language						
Nursery 1	<p>I know how to shift to another task if my attention is fully obtained e.g. using my name ('Jack, come to the playdough table')</p> <p>I know how to listen to others one-to-one when the conversation interests me.</p> <p>I know how to respond to my name.</p> <p>I know how to follow a direction (e.g. come and put your coat on your peg)</p> <p>I know how to communicate a want or a need.</p>	<p>I know how to listen to familiar stories with increasing attention.</p> <p>I know how to use language to share feelings, experiences and thoughts.</p>	<p>I know how to join in with repeated refrains.</p> <p>I know how to start a conversation with a friend or an adult.</p>	<p>I know how to understand the use of some familiar objects (e.g. scissors are for cutting, pencils are for drawing)</p>	<p>I know how to begin to understand more complex sentences, with some guidance. (e.g. put your toys away and sit on the carpet)</p> <p>I know how to begin to use more complex sentences to link thoughts (e.g. using 'and' or 'because')</p>	<p>I know how to use language in recalling past experiences (e.g. yesterday, in the morning, at bedtime, went).</p> <p>I know how to question why something is happening.</p>

<p>Nursery 2</p>	<p>I know how to listen to others in small groups. I know how to understand and respond to more complex sentences and instructions independently.</p>	<p>I know how to recall familiar stories, using props. I know how to learn and recall some new vocabulary.</p>	<p>I know how to anticipate key events and phrases in rhymes and stories. I know how to continue and sustain a conversation with a friend or adult for many turns.</p>	<p>I know how to use talk to explain what is happening. I know how to give an explanation. I know how to begin to use a range of tenses (e.g. play, playing, will play, played) I know how to use talk to organise myself and my play.</p>	<p>I know how to show understanding of prepositions such as under, on top or behind by carrying out an action or selecting a correct picture. I know how to talk extensively about things that are important to me. I know how to use some new vocabulary when prompted by an adult.</p>	<p>I know how to understand 'why' and 'how' questions. I know how to use talk to anticipate what might happen next. I know how to use intonation, rhythm or phrasing to make the meaning clear to others. I know how to use a range of vocabulary I have been taught or heard in my environment/ setting.</p>
<p>Reception</p>	<p>I know how to show some signs of listening and attention in a large group (whole-class) I know why listening is important. I know how to listen to others in conversation and discussion and may respond, with some guidance. I know how to follow two-step instructions to complete a task. I know how to learn new vocabulary.</p>	<p>I know how to understand a range of complex sentence structures. I know how to understand humour. I know how to respond to others in conversation or discussion. I know how to remember new vocabulary. I know how to connect actions or ideas using a range of connectives.</p>	<p>I know how to follow a story without pictures or prompts. I know how to use language to imagine and recreate roles and experiences in my play. I know how to use new vocabulary with support from an adult. I know how to describe events in some detail. I know how to retell familiar stories, using some exact repetition and some of my own words.</p>	<p>I know how to listen and do for a short span. I know how to understand questions such as 'who, why, when where and how?' I know how to introduce a storyline or narrative into my play. I know how to relate new vocabulary to my everyday experiences, with support from an adult. I know how to listen to and talk about non-fiction to develop a</p>	<p>I know how to use talk to sequence and clarify thinking, ideas, feelings and events. I know how to use new vocabulary throughout the day, independently. I know how to demonstrate understanding of something I have listened to by answering questions or talking about what I have heard. I know how to use description words to give more detail.</p>	<p>I know how to make comments about what I have heard and ask questions to clarify my understanding. I know how to hold conversation with my teacher and peers. I know how to relate new vocabulary to new experiences and contexts. I know how to offer explanations for why things might happen, making use of taught vocabulary.</p>

			I know how to predict possible endings to stories and events.	familiarity with new knowledge and vocabulary.	I know how to predict what might happen next in a story, based on evidence. I know how to listen to short information programmes in a larger group and maintain concentration throughout.	I know how to use full, well-formed sentences to articulate my ideas, thoughts and feelings about my experiences.
Personal, Social and Emotional Development						
Nursery 1	I know how to cooperate in favourable situations (e.g. with familiar people and environments) I know that familiar adults can help me if I feel upset. I know how to express a wide range of feelings in my behaviour and play e.g. anxiety, excitement, guilt or self-doubt.	I know how to seek out others to share experiences. I know some basic similarities and differences between myself and my peers (e.g. I am a girl and you are a boy).	I know how to ask an adult for help. I know when I might need the toilet and can communicate this need.	I know that actions have consequences. I know how to wash and dry my hands effectively, with some guidance.	I know how to begin to understand the needs of others, with some guidance.	I know how to be more outgoing in new social situations, or with unfamiliar people. I know how to use the toilet, with some guidance or direction from an adult e.g. reminder to flush or wash hands.
Nursery 2	I know how to play alone, alongside and with others, inviting other children to play with me and attempting to join the play of others. I know some similarities and differences between myself and others in	I know how to act according to my understanding of other people's emotions (e.g. crying- give a hug, happy, give a smile)	I know how to understand the needs of others, demonstrating impulse control (e.g. giving up a toy to another who wants to play with it)	I know how to take risks and try new things independently. I know how to independently use the toilet, including flushing and washing my hands.	I know how to use appropriate levels of assertion. I know how to describe my own emotions- happy or sad. I know how to begin to explore my emotions with guidance.	I know how to resolve conflicts with help from an adult. I know that my words or actions can hurt others' feelings.

	more detailed ways (e.g. Jack stays at school for lunch and I go home).					
Reception	<p>I know how to treat their friends kindly and with respect- listening, kind hands, kind words.</p> <p>I know how to articulate my wants and needs.</p> <p>I know how to seek an adult support before it is too late.</p> <p>I know that people belong to a community, and this might be the same or different to my own.</p> <p>I know how to communicate freely about my home and community.</p> <p>I know how to describe and identify my own emotions- happy, sad.</p> <p>I know how to understand my own emotions, with guidance from an adult.</p> <p>I know how to Independently go to the toilet and wash my hands.</p> <p>I know how to be a safe pedestrian.</p>	<p>I know how to be flexible and cooperate with others.</p> <p>I know how to understand the needs, wants and behaviours of others.</p> <p>I know how to ask an adult to help resolve a conflict.</p> <p>I know how to be confident when speaking within a familiar group.</p> <p>I know how to describe, identify and understand my own emotions- worried and angry- with some guidance.</p> <p>I know how to seek support for my emotions from an adult.</p> <p>I know how to listen to the ideas of others in play.</p> <p>Know how to brush my teeth and why it is important.</p>	<p>I know what I want to do in my play and how I want to go about it.</p> <p>I know how my actions can impact other people.</p> <p>I know how to talk about my own and others' behaviours and its consequences.</p> <p>I know how to independently understand and talk about my own and other people's feelings.</p> <p>I know how to describe and identify my own emotions- tired, calm, excited, scared.</p> <p>I Know why it is important to have sensible amounts of 'screen time'.</p> <p>I Know some ways to stay safe online.</p>	<p>I know how to take steps to resolve a conflict myself, before seeking help from an adult.</p> <p>I know how to attempt to repair a relationship where I have caused upset.</p> <p>I know how to confidently manage my feelings, with some guidance from an adult.</p> <p>I know how to listen to others and begin to be able to plan how to achieve something without adult support.</p> <p>I know which foods are healthy for their body and why it is important to choose these to eat.</p> <p>I know how to stay fit and healthy through exercise and diet</p>	<p>I know how to show confidence in my play, and perseverance in carrying out a chosen activity.</p> <p>I know how to manage conflicts e.g. through holding back, sharing, negotiation or compromise.</p> <p>I know how to carry out tasks and responsibilities in the classroom.</p> <p>I know how to stay safe in the sun.</p> <p>I know how to show some independence when dressing and undressing for PE.</p>	<p>I know how to build and maintain a strong friendship, understanding and appreciating others.</p> <p>I know how to describe what I can do well, as well as what I am getting better at.</p> <p>I know how to manage my feelings independently.</p> <p>I know how to show pride in my achievements and give praise to others.</p> <p>I know how to dress and undress for PE independently.</p>

	I know how to eat using a knife and a fork and good table manners. I know how to talk about things I like and do not like.	Know why it is important to have a good sleep routine. Independently put on aprons, overalls, boots and helmets when taking part in activities that require them.				
Physical Development						
Nursery 1	I know how to hold mark-making tools with my thumb and all fingers. I know how to independently put on and take off simple items such as hats, unzipped coats, boots.	I know how to use large muscle movements to create lines and circles pivoting from the shoulder or elbow.	I know how to maintain a balance, using my hands and body to stabilise. I know how to mirror the playful actions or movements of another adult or child.	I know that I have different body parts and can name and identify these.	I know how to step and move along climbing equipment using alternate feet.	I know how to walk down a slope or steps whilst carrying a small object, maintain balance and stability.
Nursery 2	I know how to manipulate a range of tools and equipment in one hand, with some guidance.	I know how to run with spatial awareness	I know how to balance on one foot or in a squat with some stability.	I know how to negotiate space successfully, adjusting speed or direction to avoid obstacles.	I know how to dress with some help e.g. pulls up own trousers, flips coat to put it on, pulls up the zipper once it is fastened at the bottom.	I know how to grasp and release with two hands to throw and catch a large ball, beanbag or object. I know how to describe in words or actions how physical activity makes my body feel.
Reception	I know how to show increasing control over and object in pushing, patting throwing, catching or kicking it.	I know how to negotiate space successfully, adjusting speed or changing direction to avoid obstacles.	I know how to choose to move in a range of ways to suit a purpose, moving freely and with confidence.	I know how to explore different movements for different purposes. I know how to control my pencil to create	I know how to travel with confidence and skill around, under, over and through balancing and climbing equipment.	I know how to jump off an object and land appropriately, using hands, arms and body to stabilise and balance.

	I know how to select and use tools to effect changes to materials. I know how to begin to form recognisable letters, with some support. I know how to hold a pencil, with some support. I know how to use a knife and fork for eating.	I know how to collaborate with others to manage large items, such as tyres or large planks. I know how to use scissors to accurately cut along a line. I know how to fasten my own zip and buttons independently.	I know how to make changes to my body shape to move in different ways. I know how to use scissors to accurately cut around a shape. I know how to form recognisable letters independently.	recognisable lines, shapes and letters.	I know how to control the size of my letters. I know how to write across a line.	I know how to hold a pencil in the tripod grip, preparation for fluent writing. I know how to show accuracy and care when drawing.
Ambitious Vocabulary	Wave, large, round, straight, curved, movement, moving, run, walk, crawl, skip, roll, hop Pour, scoop, sweep, equipment, perfect pencil grip, two fingers and a thumb, Over arm, under arm, throw, aim, send, receive, catch, Roll, kick, target, goal, travel, send, receive,	Climb, left foot, right foot, pinch, pincer, thread, straight, curved, wavy, zig-zag Co-ordination, control, space, safely, scissors, cut, snip, trace, sew, weave, join, fasten, unfasten,	Ball, throwing, kicking, travel, rolling, balance, arms out for balance, pincer grip, weave, sew, in and out, up and down, trace, snails-pace, lions-pace, steady, speedy, quick, rapid, change direction, space, straight line,	Balance, names of some large apparatus, balance, stomach, knees, feet, bottom, obstacle, safe, safety, tripod grip, copy, trace Space, equipment, safe, safely, curl, stretch, travel, move,	Riding, pedal, seat, handle bars, helmet, safe, safety, start, go, stop, get ready, slow, fast, copy, numeral rhymes,	Space, team, altogether, one at a time, wait, turn, take turns, player, change speed, change direction, weave, sew, trace, follow, Ascender, descender, middle letter, along the line, two-footed jump, over, land, bent legs
Literacy						
Nursery 1	I know how to fill in the missing word or phrase in a known rhyme. I know how to distinguish between the marks I make (E.g. 'that's mummy and that's me')	I know how to listen and join in with stories and poems one-to-one. I know how to show an interest in illustrations in print and digital books.	I know how to join in with repeated refrains. I know how to describe events and principal characters in stories (e.g. Goldilocks is a girl)	I know how to show an interest in words in print and digital books. I know how to independently turn the pages of a book, one at a time and in sequence.	I know how to ascribe meanings to signs, symbols and words they see in different places, including those they make themselves (e.g. draws a heart shape- 'that says love')	I know the basic structure of a story (e.g. beginning, middle and end) I know how to create a variety of lines and shapes with mark making tools.

	I know how to give meanings to some of the marks I make.					
Nursery 2	<p>I know how to listen and join in with stories in a small group.</p> <p>I know how to show an interest in words in the environment.</p> <p>I know how to recognise my own name.</p> <p>I know how to make marks for a purpose (e.g. a picture for daddy)</p>	<p>I know how to imitate adults' writing by making continuous lines of shapes and symbols from left to right.</p>	<p>I know how to anticipate key events and phrases in rhymes and stories.</p> <p>I know how to talk about events and principal characters in stories with some detail (e.g. Goldilocks is naughty because she stole the porridge!)</p>	<p>I know how to suggest how a story might end.</p> <p>I know how to attempt to write my name using a combination of lines, circles and curves, or letter-type shapes.</p>	<p>I know how to begin to tell my own stories.</p> <p>I know how to identify the initial letter of my own name, and other familiar words (e.g. dog)</p> <p>I know that we read print from left to right.</p>	<p>I know how to independently look at and enjoy print and digital books.</p> <p>I know how to include mark-making in my play, with some encouragement.</p> <p>I know how to hear and say initial sounds in words.</p> <p>I know how to make letter-type shapes to represent the initial sound in my name or other familiar words (e.g. dog).</p>
Reception	<p>I know how to enjoy an increasing range of print and digital books, handling them with care and competence.</p> <p>I know how to link sounds and letters, naming and sounding the single letter sounds of the alphabet.</p> <p>I know how to write my own name.</p>	<p>I know how to re-enact stories I have heard in my play.</p> <p>I know how to describe main story settings, events and characters in increasing detail.</p> <p>I know how to recognise some written names of peers or familiar people.</p> <p>I know how to continue a rhyming string.</p>	<p>I know how to use vocabulary influenced by my experiences of reading.</p> <p>I know how to reinvent stories I have heard in my play.</p> <p>I know how to discuss stories and information that has been read to me.</p>	<p>I know how to use everyday literacy artefacts in play independently.</p> <p>I know how to use my phonic knowledge when writing increasingly complex words independently.</p> <p>I know how traditional stories begin and end and what usually</p>	<p>I know that information can be retrieved from books, computers and digital devices.</p> <p>I know how to use increasing phonic knowledge to read more complex words and sentences.</p> <p>I know how to spell lots of red words correctly.</p> <p>I know how to write a descriptive sentence.</p>	<p>I know how to recall and discuss stories or information I have read myself.</p> <p>I know what a full stop is and how to use this with support.</p> <p>I know how to recognise all the first 44 phonemes and use this knowledge when reading independently.</p>

	<p>I know how to write letters and marks to communicate meaning.</p> <p>I know how to sound orally segment and blend simple CV and CVC words.</p>	<p>I know all the letters of the alphabet and their corresponding sounds.</p> <p>UI know how to use phonic knowledge to decode simple words.</p> <p>I know how to segment words.</p> <p>I know how to correctly write the sounds for simple CV and CVC words with some support.</p> <p>I know how to write all of the letters of the alphabet.</p>	<p>I know some frequently used digraphs- sh, th, ch, ng, nk, qu.</p> <p>I know how to read some irregular red words.</p> <p>I know how to use phonic knowledge to read simple sentences independently.</p> <p>I know how to write a simple phrase.</p>	<p>happens to 'good' and 'bad' characters.</p> <p>I know how to demonstrate understanding of a story by talking about the events and actions of the characters.</p> <p>I know how to use my phonics knowledge to decode and read 4 and 5 sound words.</p>	<p>I know how to create texts to communicate meaning for a wide range of purposes.</p>	<p>Use a range of simple strategies to read unfamiliar stories and non-fiction texts independently.</p> <p>I know how to write phrases and sentences that can be read by others.</p> <p>I know how to re-read what i have read to check it makes sense.</p>
<p>Mathematics</p>						

<p>Nursery</p>	<p>Recognise different colours and select and match an object with the correct colour e.g. red, blue, yellow, orange, green, purple. Explore matching the same- colours, sizes, shapes. Explore sorting- size, colour, shape. Begin to identify how a group of objects has been sorted.</p>	<p>Have an in-depth knowledge of the numbers 1 and 2. Be able to subitise amounts of 1 or 2 on a dice or with arrangements of objects. Know that you should say one number for each item Know that the last number reached when counting a small set of objects tells you how many there are in total. Link numerals and amounts. Identify the patterns around them (colours, movements, objects) Continue and create AB patterns.</p>	<p>Have an in-depth knowledge of the numbers 3, 4 and 5 Be able to subitise amounts of 1, 2, 3, 4 or 5 on a dice or with arrangements of objects. Begin to understand the composition of numbers to 5. Link numerals to amounts up to 5. Know the name of some 2D shapes that have 3 sides Know the names of some 2D shapes that have 4 sides (squares and rectangles) Know the name of some 2D shapes that have 5 sides (pentagon) Experiment with their own symbols and marks as well as numerals.</p>	<p>Recite numbers past 5 and begin to represent these using objects. Know what 6 looks like on a ten frame, dice, number shape. Know that the last number reached when counting a small set of objects is the total number of objects (Cardinal principle) Make comparisons between objects relating to size, capacity, weight or length.</p>	<p>Describe a sequence of events (real or fictional). Begin to describe a sequence of events using words such as 'first' and 'then'. Understand position through words alone and can describe a familiar route. Discuss routes and locations using words such as 'behind' and 'in front of'. Know how to compare quantities using words such as 'more', 'less' or 'fewer' Talk about 2D and 3D shapes using informal mathematical language e.g. 'straight', 'round', 'flat', 'corners', 'sides'.</p>	<p>Sequence numbers to 5, knowing what comes before and after. Explore the composition of numbers up to 10 through songs, rhymes and stories. Solve real world mathematical problems. Use mathematical language in their play.</p>
<p>Ambitious Vocabulary</p>	<p>Recognise, colour, red, yellow, blue, purple, orange, green, match, same, sort, shape, size, round, straight, small,</p>	<p>1, 2, number, numeral, amount, subitise, dot arrangement, 1:1 correspondence, amount, pattern,</p>	<p>3, 4, 5, numeral, amount, number, subitise, dot arrangement, 1:1 correspondence,</p>	<p>Represent, 6, ten frame, dice, dot arrangements, numicon, compare,</p>	<p>First, then, after that, finally, in the end, on, under, next to, position, behind, in front of, compare, more, less,</p>	<p>Sequence, before, after, next, number track, composition, made up of, solve, maths problem,</p>

	big, large, 'it has been sorted by...'	colour, movement, next, repeat, after that, again, same	composition, made up of, 2D	height, length, weight, size, capacity	2D, flat, 3D, fat, straight, round, pointy, corner, side	
Reception	<p>Match, sort and compare Match objects that are the same. Sort objects into groups in different ways. Compare and order sets of objects.</p> <p>Talk about measure and patterns Compare objects according to size, mass and capacity. Copy, continue and create a simple repeating pattern.</p>	<p>It's Me 123! Make and identify representations of 1, 2, 3. Match the number names to numerals (1, 2, 3) and quantities. Count 1:1 up to 3. Compare representations of 1, 2, 3. Make 1, 2, 3 in different ways.</p> <p>Circles and triangles Know that circles have one curved side and triangles have 3 straight sides. Recognise circles and triangles in their environment. Use positional language to describe how items are positioned in relation to other items</p> <p>1,2,3,4,5 Count on and back to 5. Make and identify representations of numbers to 5.</p>	<p>Alive in 5! Know that zero or 0 means 'nothing there'. Compare numbers to 5. One more, one less Know different ways to make numbers to 5.</p> <p>Mass and Capacity Compare items to find the heaviest/lightest. Compare and measure the capacity of containers in simple ways Use some mathematical language when measuring and comparing the volume and capacity of containers</p> <p>Growing 6, 7, 8! Count 1:1 to 8. Know one more and one less to 8. Count on and back to 8. Know that a pair is two. Know how to combine two amounts to find how many altogether.</p>	<p>Length, height and time Describe length and height. Measure and compare items using objects as a measurement. Order and sequence important times in their day. Know that regular events happen on the same day each week and can use the correct vocabulary to describe when they happen (yesterday, today, tomorrow).</p> <p>Building 9 & 10 Count 1:1 to 10, forwards and backwards. Know how to represent 9 and 10 in different ways. Know how to compare numbers to 10. Know how to make 10 using 2 amounts (bonds).</p>	<p>To 20 and Beyond Build and identify numbers beyond 10. Count on and back beyond 10. Count on and back from different starting points.</p> <p>How many now Add more to change how many are in a group. Count all of the items I have to see how many there are altogether. Count on to find the total. Know that the quantity in a group can be changed by taking items away.</p> <p>Manipulate, compose and decompose Match, arrangements of shapes. Use positional language to describe where shapes are in relation to one another.</p>	<p>Sharing and grouping Know that double means 'twice as many'. Make doubles using objects. Know and say some doubles ('double 2 is 4'). Share items equally. Recognise and make equal groups. Know that some quantities can be shared equally into 2 groups and some cannot. Recognise odd and even numbers when using objects.</p> <p>Visualise, build and map Use positional language to describe where objects are in relation to other items. Construct models following instructions using positional language.</p>

		<p>Know one more and one less to 5.</p> <p>Shapes with 4 sides Know that squares and rectangles have 4 straight sides and 4 corners. Recognise squares and rectangles in their environment. Order events in their daily routine. Know what happens during the day and what happens at night.</p>		<p>Explore 3D Shapes Know which 3D shapes roll and why Know the names of some 3D shapes. Know some similarities and differences between different 3D shapes. Sort 3D shapes in different ways. Describe, continue and copy repeating patterns. Know what is the same and what is different in similar repeating patterns.</p>	<p>Know that shapes can be combined to make new shapes. Know that shapes can be separated to make new shapes.</p>	<p>Make simple maps and plans to represent places. Make connections Know how to solve problems involving numbers. Investigate the relationship between number and shape.</p>
<p>Ambitious Vocabulary</p>	<p>Recognise, colour, red, yellow, blue, purple, orange, green, match, same, sort, shape, size, round, straight, small, big, large, 'it has been sorted by...' group, grouping, compare, order, variety, different, mass, capacity, repeating pattern, pattern, same again, repeat, next, after that, then,</p>	<p>1, 2, number, numeral, amount, subitise, dot arrangement, 1:1 correspondence, amount, pattern, colour, movement, next, repeat, after that, again, same 3, 4, 5, count on, count back, one more, one less, bigger, smaller, more, less, most, least, order, routine, 2D, flat, circle, triangle, curved, straight, side, corner, environment, on top</p>	<p>3, 4, 5, numeral, amount, number, subitise, dot arrangement, 1:1 correspondence, composition, made up of, 2D Zero, more, less, compare, bigger, smaller, composition, made of, heaviest, lightest, measure, capacity, mass, 6,7,8, count on, count back, one more, one less, pair, two</p>	<p>Represent, 6, ten frame, dice, dot arrangements, numicon, compare, height, length, weight, size, capacity Time, day, days of the week, month, year, yesterday, today, tomorrow, then, before, after, order, sequence, measure, compare, order, height, length, 9, 10, subitise, compare, represent, composition, number</p>	<p>First, then, after that, finally, in the end, on, under, next to, position, behind, in front of, compare, more, less, 2D, flat, 3D, fat, straight, round, pointy, corner, side 11-20, count forward, count backwards, recognise, represent, how many now? Add, takeaway, addition symbol, subtract symbol, altogether, total, match, position,</p>	<p>Sequence, before, after, next, number track, composition, made up of, solve, maths problem Share, group, same, different, equal, unequal, odd, even, position, far away, close to, near, far, construct, model, instruction, first, next, then, finally, map, aerial, birds-eye view.</p>

		of, on, under, next to, in front of, behind, day, night	together, combine, altogether, first, then, now, number story, odd, even	bond. 3D, fat, roll, don't roll, slide, same, different, sort, describe, pattern, continue, repeat, pattern	above, below, to the side, combine, separated, decomposed	
Understanding the World						
Nursery 1	I know who is in my immediate family I know how to talk about what I can see. I know how to use all my senses to explore materials.	I know about different occupations and jobs and show an interest in these. I know how to demonstrate some of my family customs and routines through play. I know how to explore different materials. I know about some festivals celebrated at this time of year- Bonfire Night, Diwali, Christmas I know how to explore different forces I can feel.	I know how to recall and talk about significant events in my own experiences. I know that people look different and can describe some differences. I know about and can explore different materials. I know about some festivals that are celebrated at this time of year: pancake day, Chinese new year.	I know how to comment and ask questions about aspects of my familiar world. I know about the lifecycle of a plant or animal (e.g. grass- seed, grow, dies or frogs- egg, tadpole, frog) I know how to observe creatures carefully. I know about Easter.	I know how to begin to show care for living things. I know how to talk about what I can see, answering prompts to give more detail. I know the names of some animals we might have as pets.	I know there are different people and places in the world. I know how to talk about my experiences of the world. I know about creatures that live in the ocean.
Nursery 2	I know how to show an interest in the lives of people who are familiar to me. I know how to describe some of my family customs and routines (e.g. mummy goes to work, daddy drives a car,	I know about ways of life indoors and outdoors (e.g. a doctor works inside a hospital and a builder works outside) I know how to explore collections of materials	I know how to recall and talk about significant events for my family and friends. I know how to discuss how different materials are used for different things.	I know how to comment and ask questions about unfamiliar things in the natural world. I understand and can talk about the key features of the lifecycle,	I know, understand and act upon care and concern for living things and the environment. I know some different ways to care for pets. I know how to operate simple equipment independently, e.g.	I know some things that make me unique. I know that information can be retrieved from digital devices and the internet (e.g. google image searches).

	<p>we eat dinner at the table).</p> <p>I know how to make sense of my own life-story and history e.g. 'I came from my mummy's tummy' or 'my brother is older than me'.</p>	<p>with similar or different properties.</p> <p>I know how to talk about different forces they can feel e.g. water, magnets etc.</p> <p>I know how to talk about what I can see using a wide range of vocabulary.</p> <p>I know how to explore cause and effect in my play, exploring how things work.</p> <p>I know about some festivals celebrated at this time of year and how they are celebrated- Bonfire Night, Diwali, Christmas</p>	<p>I know that people look different and that is ok.</p> <p>I know about some festivals that are celebrated at this time of year and how they are celebrated: pancake day, Chinese new year.</p>	<p>including change over time (e.g. cress, frogs)</p> <p>I know about Easter and how it is celebrated.</p>	<p>Tonies box, CD player, touch-capable technology (iPad).</p>	<p>I know how to talk about the differences I have experienced or seen in photos from different people or countries.</p> <p>I know how different materials float or sink.</p> <p>I know how to talk about my past experiences in Nursery.</p>
Ambitious vocabulary	<p>Mummy, daddy, mother, father, sister, brother, sibling, teacher, friend, friendship, baby, past, before, I could/ could not, I can, then, now, younger, grown up, harvest festival, giving, harvest, crops, help, charity, different, same,</p>	<p>Work, mechanism, new, old, material, shiny, soft, bright, dull, hard, rough, different, change, wet, dry, Bonfire Night, Diwali, Christmas, job, firefighter, police, vet, people who help us, community, senses, like, dislike, don't like</p>	<p>Force, forces, water, magnets, air, spring, appearance, look, skin, hair, same, different, family, family members, material, use, building, construct, ingredients, mix, combine, house, safe, safety</p>	<p>Seed, care, plant, lifecycle, soil, first, next, then, again, minibeast, creepy crawly, names of minibeasts, features, legs, head, body, antenna, eyes, eggs, observe, Easter, cross, new life, celebrate</p>	<p>Pet, care, look after, gentle, safe, pet animal names, lifecycle, again, cycle, life-story, history, grown, change, changed,</p>	<p>Visit, holiday, abroad, plane, train, car, experience, country, seaside, pirate, boat, names of sea creatures, ocean, float, sink, success, reflect, 'I remember...', I liked, I disliked</p>
Reception	<p>I know how to talk about members of my immediate family, sharing</p>	<p>I know that some places are special to people in my community.</p>	<p>I know about some similarities and differences between cultures and traditions.</p>	<p>I know some animals I might be able to see or hear outside.</p>	<p>I know what plants I might be able to see, smell or feel outside.</p>	<p>I know about an environment that is different from the one in which I live.</p>

	<p>experiences, routines and customs.</p> <p>I know how to talk about my community.</p> <p>I know how to name and describe people who are familiar to me- family, friends, teachers.</p> <p>I know about differences between myself and my peers.</p> <p>I know how to talk about familiar situations in the past.</p> <p>I know that people have different beliefs.</p> <p>I know that I was a baby in the past and how I have changed.</p> <p>I know some things that make me unique.</p> <p>I know about Harvest Festival.</p> <p>I know how to talk about past and present experiences in my own life.</p>	<p>I know similarities and differences about life in this country and life in other countries.</p> <p>I know that we are in the season Autumn and what changes we can see outside.</p> <p>I know the name of the country I live in and the different names of some other countries in the world.</p> <p>I know where our school is located and what is around us on a simple map.</p> <p>I know about the names of some festivals that are celebrated around the world at this time of year and can talk about why they are celebrated- Remembrance Day, Bonfire Night, Christmas.</p> <p>I know how Christmas is different to the past (toys).</p> <p>I know how to comment on important figures from the past- Guy Fawkes.</p>	<p>I know that people celebrate special times in different ways.</p> <p>I know that we are in the season winter and what changes can be observed outside.</p> <p>I know how to comment on familiar things in the past- homes, school, transport etc..</p> <p>I know about the Chinese New Year.</p> <p>Know about other celebrations at this time of year and why they are celebrated- pancake day, valentines day</p> <p>I know some similarities between things in the past and now (toys/ birthday focus)</p> <p>I know about some other celebrations- weddings. Birthdays, christenings etc. and how they are celebrated.</p>	<p>I know how to make observations of animals.</p> <p>I know how to make observations about the changes in animals (life cycles).</p> <p>I know some similarities and differences about farm animals.</p> <p>I know that we are in the season of spring and what changes we can see outside.</p> <p>I know some differences between farming in the past and farming today.</p> <p>I know that animals give us produce and what it can be used for.</p> <p>I know some of the jobs that farmers do and how they are different in the past.</p> <p>I know how to use books and the internet to find information.</p>	<p>I know how to talk about the changes I can see in the lifecycle of a plant.</p> <p>I know how to make observations of plants.</p> <p>I know about the pattern of the lifecycle of a butterfly.</p> <p>I know how to sort and classify creatures according to their features.</p> <p>I know how to care for different minibeasts, what they need to thrive and where they are usually found (habitat).</p> <p>I know how to care for our environment.</p> <p>I know that plants can give us food and explore some of these using my senses.</p> <p>I know how to use close observations to draw and label pictures of plants.</p> <p>I know about the Muslim festival Eid al-Fitr and some ways people celebrate this festival.</p>	<p>I know that we are in the season of summer and what changes can be observed outside.</p> <p>I know some ways in which I have grown and changed since I started in Reception.</p> <p>I know how the Seaside has changed from the past.</p> <p>I know about rock pools and the creatures we might find.</p> <p>I know the different jobs people have at the Seaside.</p> <p>I know how to comment on important figures from the past- Mary Anning.</p> <p>I know about the festival of pride and why it is celebrated.</p> <p>I know what happens to food/ materials when they are cooled- observe and describe these changes.</p>
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<p>Ambitious Vocabulary</p>	<p>Names of teachers, names of family members, teacher, headteacher, receptionist, classroom, office, baby, change, different, then, now, past, present, role, job, belief, Christian, Muslim, Jew, Hindu, religion, community, help, assistance, occupation, people who help, emergency services</p>	<p>Autumn, season, changes, natural, man-made, feature, suitcase, visit, travel, country, city, capital city, location, same, different, lifestyle, festival, Diwali, Remembrance Day, Guy Fawkes, Bonfire Night, Christmas, Boxing Day, Christmas Eve, Past, present, Ernest Shackleton</p>	<p>Winter, cold, dark, change, observe, culture, belief, celebration, past, present, compare, same, different, love</p>	<p>Spring, season, change, observe, farm, farming, past, present, male, female, lifecycle, chick, chicken, egg, produce, internet, safe, safety, names of farm animals,</p>	<p>Sort, classify, minibeads, grow, develop, habitat, environment, survive, look after, care, protect, recycle, sustainability, produce, senses, observe, cook, combine, changes, Eid al-Fitr, Muslim, Islam, celebrate, festival, fast,</p>	<p>Summer, season, change, observe, grown, developed, changed, seaside, past, present, rock pools, rock pool creatures e.g. crabs, starfish etc., occupation, Mar Anning, fossil, old, relic, visit, abroad, Pride, celebrate, cool, ice, frozen</p>
<p align="center">Expressive Arts and Design</p>						
<p>Nursery 1</p>	<p>I know how to join in singing songs. I know how to play alongside other children who are engaged in the same theme.</p>	<p>I know how to accurately mirror the movements of others. I know how to join in with moving, dancing and ring games.</p>	<p>I know how to create sounds e.g. using instruments or objects. I know how to engage in imaginative play, with some guidance or prompt.</p>	<p>I know how to experiment with movement in response to music or stories, with some guidance.</p>	<p>I know how to explore colour. I know how to use tools for a purpose with some guidance e.g. pencils to draw, scissors to cut.</p>	<p>I know how to use lines to enclose a space and use continuous lines e.g. a full circle for a face. I know how to use a variety of construction materials</p>

<p>Nursery 2</p>	<p>I know how to select tools for a purpose, with some independence e.g. pencils to draw, scissors to cut.</p> <p>I know how to engage and play with children who are engaged in the same theme.</p> <p>I know how to show emotions in my drawings.</p>	<p>I know how to create my own movement patterns.</p> <p>I know how to create my own movements in response to music or stories.</p> <p>I know how to use available resources to create props, or create imaginary ones to support play.</p> <p>I know how to remember and sing entire songs.</p>	<p>I know how to use sounds intentionally e.g. to make music.</p> <p>I know how to engage in imaginative play based on my own ideas or first-hand experiences.</p>	<p>I know how to sing familiar songs e.g. songs from TV, Pop songs.</p> <p>I know how to create sounds, drawings or movements to accompany stories.</p>	<p>I know how to explore colour, and how colours can be changed.</p> <p>I know how to drawing to represent actions and objects based on imagination, observation and experience (e.g. drawing a unicorn or painting a farm scene)</p>	<p>I know how to tap out simple repeated rhythms.</p> <p>I know how to make up simple songs.</p> <p>I know how to draw with increasing complexity and detail, such as representing a face with a circle and detail.</p>
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<p>Reception</p>	<p>I know how to use a range of simple tools when working creatively- pencils, pens, crayons, paintbrushes.</p> <p>I know how to select appropriate resources for drawing and painting.</p> <p>I know how to draw pictures of themselves and member of their family with some detail.</p> <p>I know how to engage in role play alongside others based on their first-hand experiences.</p> <p>I know how to make use of props and materials when role-playing characters.</p> <p>I know some familiar songs and rhymes.</p> <p>I know how to tap out simple repeating rhythms.</p>	<p>I know how to make music in a range of ways.</p> <p>I know how to use some more complex tools when working creatively- light, loose parts, powder paint, pastels.</p> <p>I know how to experiment with different materials and textures</p> <p>I know how to construct with a purpose in mind.</p> <p>I know how to combine different colours, materials and textures when working creatively.</p> <p>I know how to engage in role-play cooperatively with others.</p> <p>I know how to watch and talk about dance and performance-pantomime.</p> <p>I know how to find the beat in a song.</p> <p>I know how to learn the words to some unfamiliar songs (Nativity)</p>	<p>I know a collection of a wide range of songs and dances.</p> <p>I know how to take my time to design my constructions, thinking about the processes I will take.</p> <p>I know how to talk about features of my own and others' work- famous artists.</p> <p>I know how to discuss what they do or do not like about the work of others.</p> <p>I know how to replicate simple pieces of artwork using their own processes.</p> <p>I know an increasing number of familiar songs and rhymes.</p> <p>I know how to create rhythms and musical patterns.</p> <p>I know how to explore the different sounds of instruments.</p> <p>I know how to begin to move in time with the music.</p>	<p>I know how to explore different joining techniques and materials.</p> <p>I know how to create pictures of farm animals with detail- ears, nose, correct number of legs etc.</p> <p>I know how to use a variety of materials to create different textures and effects.</p> <p>I know how to observe and recreate details when I draw, paint and sculpt.</p> <p>I know how to work cooperatively with others to develop and act out narratives.</p> <p>I know how to mix different secondary colours.</p> <p>I know how to represent thoughts and feelings through movement and dance.</p> <p>I know how to combine movements and gestures to make a simple dance sequence.</p>	<p>I know how to use my knowledge of paint mixing to colour match and create different shades.</p> <p>I know how to represent elements of the natural world with defining shapes, colours and textures.</p> <p>I know how to develop own ideas through selecting and using materials and working on processes that interest me.</p> <p>I know how to explore how instruments can be used to create different feelings and effects.</p>	<p>I know how to use my knowledge and understanding of tools and materials to explore my interests and enquiries.</p> <p>I know how to invent, adapt and recount narratives and stories.</p> <p>I know how to perform rhymes, songs and stories with others.</p> <p>I know how to move in time to the music.</p> <p>I know how to share my creations, explaining the process I have used.</p>
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<p>R.E Reception only Based on Lincolnshire Agreed Syllabus</p>	<p><i>LAS Unit</i> Myself Introduce people who belong to a religious group.</p> <p>I know that different people and cultures have different religious beliefs I know the names of some different religions I know why Christians celebrate Harvest Festival</p>	<p><i>LAS Unit</i> Special People to Me Introduce people who are important to members of a religious group.</p> <p>Incarnation Why do Christians perform Nativity plays at Christmas?</p> <p>I know who Jesus was and why Christians believe he was special (inc. Christmas Story) I know who our local vicar is and have visited the church where they work I know about some different religious festivals celebrated at this time of year</p>	<p><i>LAS Unit</i> Our Special Books Introduce stories from religions and important books for members of a religious group. I know the names of some religious books and that people regard these books as being very special and important I know some stories from different religious traditions</p>	<p>Creation Why is the word 'God' so important to Christians? I know that Christians believe that God is important and special I know that the bible tells us that God created the heavens and the earth and all that live in them</p>	<p>Salvation Why do Christians put a cross in an Easter garden? I know why Christians celebrate Easter I know some of the different ways Easter is celebrated</p>	<p><i>LAS Unit</i> Our Beautiful World Introduce stories about creation and some beliefs about the natural world.</p> <p>I know some other creation stories from other traditions and faiths I know some ways that people can help to care for the earth and all plants and creatures that live on it</p>
<p>Ambitious Vocabulary</p>	<p>Religion, religious group, Muslim, Islam, Christian, Christianity, Jew, Judaism, Hindu, Hinduism, belief, same, cultures, celebration, festival, Harvest</p>	<p>Important, special, religious group, God, Jesus, Nativity, Christmas, Christmas story, Vicar, Festival</p>	<p>Story, Bible, Qur'an, Torah, special, important, tradition, belief</p>	<p>God, Christian, Bible, special, important, creation, Creation Story</p>	<p>Salvation, save, humanity, Easter, cross, new life, rise, Risen,</p>	<p>Creation, Creation story (Christian), Creation story (Hindu), natural world, care, protect, steward</p>
<p>PSHE Reception only</p>	<p>Being Me in my World Knowledge</p>	<p>Celebrating Difference Knowledge</p>	<p>Dreams and Goals Knowledge</p>	<p>Healthy Me Knowledge</p>	<p>Relationships Knowledge Know what a family is.</p>	<p>Changing Me Knowledge</p>

<p>Jigsaw</p>	<p>Know special things about themselves. Know that some people are different from themselves. Know how happiness and sadness can be expressed. Know that hands can be used kindly and unkindly. Know that being kind is good. Know they have a right to learn and play, safely and happily.</p> <p>Social and Emotional Skills Identify feelings associated with belonging. Identify feelings of happiness and sadness. Skills to play cooperatively with others. Be able to consider others' feelings. Be responsible in the setting.</p>	<p>Know what being proud means and that people can be proud of different things. Know that people can be good at different things. Know what being unique means. Know that families can be different. Know that people have different homes and why they are important to them. Know different ways of making friends. Know different ways to stand up for myself. Know the names of some emotions such as happy, sad, frightened, angry. Know that they don't have to be 'the same as' to be a friend. Know why having friends is important. Know some qualities of a positive friendship.</p> <p>Social and Emotional Skills</p>	<p>Know what a challenge is. Know that it is important to keep trying. Know what a goal is. Know how to set goals and work towards them. Know which words are kind. Know some jobs that they might like to do when they are older. Know that they must work hard now in order to be able to achieve the job they want when they are older. Know when they have achieved a goal.</p> <p>Social and Emotional Skills Understand that challenges can be difficult. Recognise some of the feelings linked to perseverance. Talk about a time that they kept on trying and achieved a goal. Be ambitious. Resilience.</p>	<p>Know the names for some parts of their body. Know what the word 'healthy' means. Know some things that they need to do to keep healthy. Know how to help themselves go to sleep and that sleep is good for them. Know when and how to wash their hands properly. Know what to do if they get lost. Know how to say No to strangers.</p> <p>Social and Emotional Skills Recognise how exercise makes them feel. Recognise how different foods can make them feel. Can explain what they need to do to stay healthy. Can give examples of healthy food. Can explain how they might feel if they don't get enough sleep.</p>	<p>Know that different people in a family have different responsibilities (jobs). Know some of the characteristics of healthy and safe friendship. Know that friends can sometimes fall out. Know some ways to mend a friendship. Know that unkind words can never be taken back and they can hurt. Know how to use Jigsaw's Calm Me to help when feeling angry. Know some reasons why others get angry.</p> <p>Social and Emotional Skills Can identify what jobs they do in their family and those carried out by parents/carers and siblings. Can suggest ways to make a friend or help someone who is lonely. Can use different ways to mend a friendship. Can recognise what being angry feels like.</p>	<p>Know the names and functions of some parts of the body. Know that we grow from baby to adult. Know who to talk to if they are feeling worried. Know that sharing how they feel can help solve a worry. Know that remembering happy times can help us move on.</p> <p>Social and Emotional Skills Can identify how they have changed from a baby. Can say what might change for them as they get older. Recognise that changing class can elicit happy and/or sad emotions. Can say how they feel about changing class/growing up. Can identify positive memories from the past year in school/home.</p>
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		<p>Identify feelings associated with being proud.</p> <p>Identify things they are good at.</p> <p>Be able to vocalise success for themselves and about others successes.</p> <p>Identify some ways they can be different and the same as others.</p> <p>Recognise similarities and differences between their family and other families.</p> <p>Identify and use skills to make a friend.</p> <p>Identify and use skills to stand up for themselves.</p> <p>Recognise emotions when they or someone else is upset, frightened or angry.</p>	<p>Recognise how kind words can encourage people.</p> <p>Feel proud.</p> <p>Celebrate success.</p>	<p>Can explain what to do if a stranger approaches them.</p>	<p>Can use Calm Me when angry or upset.</p>	
Ambitious Vocabulary	<p>Special, same, different, happiness, sadness, kind, unkind, friend, friendship, rights, feelings, co-operative, responsible,</p>	<p>Proud, pride, unique, family, home, friend, self-belief, emotions, different, quality, positive, success, similar, different,</p>	<p>Challenge, resilience, keep-trying, goal, kind, celebrate, successes, dream, occupation, job,</p>	<p>Head, body, arms, legs, feet, healthy, unhealthy, sleep, wash hands, teeth, hygiene, hygienic, lost, stranger, no, help</p>	<p>Responsibilities, jobs, friendship, characteristics, fall out,</p>	<p>Function, body parts, brain, lungs, heart, stomach, grow, develop, change, solve, worry</p>
Music Reception Only	<p>Me! Copy-clap the rhythm of names.</p>	<p>My Stories Copy-clap the rhythm of small phrases from the songs</p>	<p>Everyone! Copy-clap some rhythms of phrases from the songs</p>	<p>Our World Copy-clap some rhythms of phrases from the songs</p>	<p>Big Bear Funk Copy-clap 3 or 4 word phrases from the song</p>	<p>Reflect, Rewind, Replay</p>

<p>Charanga</p>	<p>Explore high sounds and low sounds using voices and glockenspiels</p>	<p>Explore high pitch and low pitch in the context of the songs Invent a pattern to go with a song using one not.</p>	<p>Explore high pitch and low pitch in the context of the songs Use the starting note to explore melodic patterns using one or two notes.</p>	<p>Explore high and low pitch using the images from the songs Use the starting note to explore melodic patterns using one or two notes</p>	<p>Keep the beat of the song with a pitched note Add pitched notes to the rhythm of the words or phrases in the song Enjoy playing patterns using a combination of any of the three notes C, D and E.</p>	
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