



EYFS Progression of Skills & Curriculum Overview 2023-2025

Two-year cycle for Nursery and Reception

Year A						
Area of Learning	Autumn 1 – To the Rescue!	Autumn 2 – Out of this World	Spring 1 – Into the Woods...	Spring 2 – Discovering Dinosaurs	Summer 1 – The Brilliant Bug Ball	Summer 2 – Up, up and away!
Themes	People who help us People culture and communities	Space travel Aliens Similarities and differences Right and wrong	Traditional tales Joining in with repeated refrains Characters and settings Story structure	Past and present How times have changed Sizes Similarities and Differences	The natural world Life cycles Phobias Days of the week Healthy and unhealthy choices	Transport and travel Country and Landmarks Holidays
Focus Texts	Supertato Super Daisy Zog	Astro Girl Whatever Next Aliens Love Underpants/Christmas Underpants	Little Red Riding Hood A Brave Bear Owl Babies	Dinosaur Dig Stomp, Stomp, Big Roar Harry and his Bucketful of Dinosaurs	The Very Hungry Caterpillar Aaaargh Spider What the Ladybird Heard	The Naughty Bus Down by the Station Emma Jane's Aeroplane
Key Vocabulary	Rescue, superhero, save the day, work	Same, different, explore, alien, space	Once upon a time, characters, worried, problem solving	Extinct, skeleton, before, after, old	First, next, last, life cycle, healthy, unhealthy	Travel, home abroad, journey, destination, arrival
Enrichment Activities	Superhero Day Making Jelly	Nursery Rhyme Week/ Dress Up Outdoor Learning Day Nativity Performance Christmas Jumper/Dinner Day	Chinese New Year	World Book Day Easter Bonnet Parade	Tadpoles Butterfly Garden Growing flowers (sunflowers, daisies) Vegetable Patch Cress Heads National Storytelling Week	Science Day Water Day World Music Day
Year B						
Area of Learning	Autumn 1 – Bears, Bears Everywhere	Autumn 2 – Imagine That!	Spring 1 – Long, Long Ago	Spring 2 – Animal Rescuers	Summer 1 – From a little seed...	Summer 2 – Ocean Treasures
Themes	Belonging New beginnings Worries Adventures Sizes	Similarities and differences Managing emotions Friendship People, culture and communities Patterns Art	Fairy tales Good and evil Magic Past and present	People, culture and communities Self-confidence, Friendship Patterns in nature	The natural world Growing Plant life cycles Measuring Teamwork Sequencing	School Poetry Rhyme Sea creatures Time Story telling
Focus Texts	We're going on Bear Hunt Goldilocks and the 3 Bears Everywhere Bear	Please Mr Magic Fish Elmer Stickman (lead into Christmas)	Sleeping Beauty The Gingerbread Man The Gruffalo	Handa's Surprise Giraffe's Can't Dance The Way Home for Wilf	The Enormous Turnip Jack and the Beanstalk Jasper's Beanstalk	The Snail and the Whale Surprising Shark Shark in Park
Key Vocabulary	Families, Hunt, choices, big, medium, small	Friendship, selfish, surprise, family tree, colourful	Happy ever after, setting, brave, rescued, time	Happy ever after, setting, brave, rescued, time	Cooperation, giant, poor, patient, Impatient, days of the week	Travel, adventure, treasure, underwater, creature,
Enrichment Activities	Going on a Bear Hunt Teddy Bears Picnic,	Nursery Rhyme Week/ Dress Up Harvest Nativity Performance Christmas Jumper/Dinner Day	Chinese New Year Parade Valentine's Day Pancake Day Gingerbread baking	Fruit kebabs, Visit from a dentist, animal disco	Growing flowers (sunflowers, daisies) Vegetable Patch Cress Heads National Storytelling Week	Science Day Water Day Underwater Day Saving the Sea Creatures Going to the Seaside

Nursery						
<div>Communication and Language</div> <div></div> <div>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions.</div>	<div>Listening, Attention and Understanding</div> <div>Enjoy listening to longer stories and can remember much of what happens.</div> <div>Speaking</div> <div>Sing a large repertoire of songs.</div>	<div>Listening, Attention and Understanding</div> <div>Understand a question or instruction that has two parts. Use a wider range of vocabulary.</div> <div>Speaking</div> <div>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</div>	<div>Listening, Attention and Understanding</div> <div>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</div> <div>Speaking</div> <div>Develop their communication but may continue to have problems with irregular tenses and plurals.</div>	<div>Listening, Attention and Understanding</div> <div>Pay attention to more than one thing at a time</div> <div>Speaking</div> <div>Use longer sentences of four to six words.</div>	<div>Listening, Attention and Understanding</div> <div>Start a conversation with an adult or a friend and continue it for many turns.</div> <div>Speaking</div> <div>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</div>	<div>Listening, Attention and Understanding</div> <div>Shift attention from one task to another if you fully obtain their attention.</div> <div>Speaking</div> <div>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</div>
	<div>End of Nursery: Focus their attention for short periods such as for a story or game, use a range of age appropriate vocabulary and speak in short phrases and simple sentences, understand simple instructions and questions such as “where is the blue car?” or “put your coat on the peg”, answer simple ‘why’ questions, use the future and past tense.</div>					
Reception						
	<div>Listening, Attention and Understanding</div> <div>Children will be able to understand how to listen carefully and know why it is important.</div> <div>Speaking</div> <div>Children will talk in front of small groups and their teacher offering their own ideas.</div>	<div>Listening, Attention and Understanding</div> <div>Children will begin to understand how and why questions.</div> <div>Speaking</div> <div>Children will use new vocabulary throughout the day.</div>	<div>Listening, Attention and Understanding</div> <div>Children will learn to ask questions to find out more.</div> <div>Speaking</div> <div>Children will talk in sentences using conjunctions, e.g. and, because.</div>	<div>Listening, Attention and Understanding</div> <div>Children will retell a story and follow a story without pictures or props.</div> <div>Speaking</div> <div>Children will engage in non-fiction books and to use new vocabulary in different contexts.</div>	<div>Listening, Attention and Understanding</div> <div>Children will be able to understand a question such as who, what, where, when, why and how.</div> <div>Speaking</div> <div>Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.</div>	<div>Listening, Attention and Understanding</div> <div>Children will be able to have conversations with adults and peers with back-and-forth exchanges.</div> <div>Speaking</div> <div>Children will use talk in sentences using a range of tenses.</div>
	<div>ELG: 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.</div> <div>ELG: 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.</div>					
Nursery						
<div>Personal, Social and Emotional Development</div> <div></div> <div>Children develop their personal, social and emotional skills throughout the year through Jigsaw, circle times, social stories and diversity stories.</div>	<div>Self-Regulation</div> <div>Select and use activities and resources, with help when needed.</div> <div>Managing Self</div> <div>Become more outgoing with unfamiliar people, in the safe context of their setting.</div> <div>Building Relationships</div> <div>Show more confidence in new social situations.</div>	<div>Self-Regulation</div> <div>Develop their sense of responsibility and membership of a community.</div> <div>Managing Self</div> <div>Become more outgoing with unfamiliar people, in the safe context of their setting.</div> <div>Building Relationships</div> <div>Show more confidence in new social situations.</div>	<div>Self-Regulation</div> <div>Find solutions to conflicts and rivalries.</div> <div>Managing Self</div> <div>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</div> <div>Building Relationships</div> <div>Play with one or more other children, extending and elaborating play ideas.</div>	<div>Self-Regulation</div> <div>Increasingly follow rules, understanding why they are important.</div> <div>Managing Self</div> <div>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</div> <div>Building Relationships</div> <div>Play with one or more other children, extending and elaborating play ideas.</div>	<div>Self-Regulation</div> <div>Develop appropriate ways of being assertive.</div> <div>Managing Self</div> <div>Talk with others to solve conflicts.</div> <div>Building Relationships</div> <div>Understand gradually how others might be feeling.</div>	<div>Self-Regulation</div> <div>Remember rules without needing an adult to remind them.</div> <div>Managing Self</div> <div>Make healthy choices about food, drink, activity and toothbrushing.</div> <div>Building Relationships</div> <div>Understand gradually how others might be feeling.</div>
	<div>End of Nursery: Can play alongside others, can take part in pretend play with different roles, can generally negotiate solutions to conflicts in their play, are reliably dry during the day.</div>					
Reception						

	<p><i>Self-Regulation</i> Children will be able to follow one step instructions. Children will recognise different emotions. Children will focus during short whole class activities. <i>Managing Self</i> Children will learn to wash their hands independently.</p> <p><i>Building Relationships</i> Children will seek support from adults and gain confidence to speak to peers and adults.</p>	<p><i>Self-Regulation</i> Children will talk about how they are feeling and to consider others feelings. <i>Managing Self</i> Children will understand the need to have rules. <i>Building Relationships</i> Children will begin to develop friendships.</p>	<p><i>Self-Regulation</i> Children will be able to focus during longer whole class lessons. <i>Managing Self</i> Children will begin to show resilience and perseverance in the face of a challenge. <i>Building Relationships</i> Children will be able to use taught strategies to support in turn taking.</p>	<p><i>Self-Regulation</i> Children will identify and moderate their own feelings socially and emotionally. <i>Managing Self</i> Children will develop independence when dressing and undressing. <i>Building Relationships</i> Children will an listen to the ideas of other children and agree on a solution and compromise.</p>	<p><i>Self-Regulation</i> Children will be able to control their emotions using a range of techniques. <i>Managing Self</i> Children will manage their own basic needs independently. Children will learn to dress themselves independently. <i>Building Relationships</i> Children will learn to work as a group.</p>	<p><i>Self-Regulation</i> Children will be able to follow instructions of three steps or more. <i>Managing Self</i> Children will show a ‘can do’ attitude. Children will understand the importance of healthy food choices. <i>Building Relationships</i> Children will have the confidence to communicate with adults around the school.</p>
	<p><i>ELG Self-Regulation:</i> 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><i>ELG Managing Self:</i> 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><i>ELG Building Relationships:</i> 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>					
	Nursery					
	<p>Physical Development</p>  <p>Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing and Dough Disco</p>	<p><i>Gross Motor</i> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. <i>Fine Motor</i> Show a preference for a dominant hand.</p>	<p><i>Gross Motor</i> Go up steps and stairs, or climb up apparatus, using alternate feet. Use large-muscle movements to wave flags and streamers, paint and make marks. <i>Fine Motor</i> Show a preference for a dominant hand.</p>	<p><i>Gross Motor</i> Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. <i>Fine Motor</i> Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p><i>Gross Motor</i> Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. <i>Fine Motor</i> Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p><i>Gross Motor</i> Match their developing physical skills to tasks and activities in the setting. <i>Fine Motor</i> Use a comfortable grip with good control when holding pens and pencils.</p>
<p><i>End of Nursery:</i> Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks, be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips, use a comfortable grip with good control when holding pens and pencils.</p>						
Reception						
		<p><i>Gross Motor</i> Children will learn to move safely in a space. <i>Fine Motor</i> Children will begin to use a tripod grip when using mark making tools.</p>	<p><i>Gross Motor</i> Children will explore different ways to travel using equipment. <i>Fine Motor</i> Children will accurately draw lines, circles and shapes to draw pictures.</p>	<p><i>Gross Motor</i> Children will be able to control a ball in different ways. Children will balance on a variety of equipment and climb. <i>Fine Motor</i> Children will handle scissors, pencil and glue effectively.</p>	<p><i>Gross Motor</i> Children will jump and land safely from a height. <i>Fine Motor</i> Children will use cutlery appropriately.</p>	<p><i>Gross Motor</i> Children will move safely with confidence and imagination, communicating ideas through movement. <i>Fine Motor</i> Children will hold scissors correctly and cut out small shapes.</p>
	<p><i>ELG Gross Motor:</i> 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.</p> <p><i>ELG Fine Motor:</i> 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.</p>					

Nursery						
<div>Literacy</div> <div></div>	<i>Print/Reading:</i> Understanding that print has meaning Understanding that print can have different purposes <i>Phonological awareness:</i> Can spot and suggest rhymes Can count or clap syllables in a word	<i>Print/Reading:</i> Can understand that we read English text from left to right and from top to bottom Can name the different parts of a book Can understand page sequencing <i>Phonological awareness:</i> Can count or clap syllables in a word Can recognise words with the same initial sound, such as money and mother	<i>Print/Reading:</i> Understanding that print has meaning Understanding that print can have different purposes <i>Phonological awareness:</i> Can spot and suggest rhymes Can count or clap syllables in a word	<i>Print/Reading:</i> Can understand that we read English text from left to right and from top to bottom Can name the different parts of a book Can understand page sequencing <i>Phonological awareness:</i> Can count or clap syllables in a word Can recognise words with the same initial sound, such as money and mother	<i>Comprehension</i> Engage in extended conversations about stories, learning new vocabulary. <i>Word Reading</i> Can recognise words with the same initial sound, such as money and mother. <i>Writing:</i> Use some of their print and letter knowledge in their early writing. Write some or all of their name.	<i>Comprehension</i> Engage in extended conversations about stories, learning new vocabulary. <i>Word Reading</i> Can recognise words with the same initial sound, such as money and mother <i>Writing:</i> Write some letters accurately. Write some or all of their name.
	<i>End of Nursery:</i> Write some letters accurately, write some or all of their name, use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy, can recognise letters that are familiar to them e.g. from their name, able to discuss confidently about a favourite story.					
	Reception					
	<i>Comprehension</i> Children will independently look at a book, hold it the correct way and turn pages. <i>Word Reading</i> Children will segment and blend sounds together to read words. <i>Writing</i> Children will give meanings to the marks they make.	<i>Comprehension</i> Children will engage and enjoy an increasing range of books. <i>Word Reading</i> Children will begin to read captions and sentences. <i>Writing</i> Children will form letters correctly.	<i>Comprehension</i> Children will act out stories using recently introduced vocabulary. <i>Word Reading</i> Children will recognise taught digraphs in words and blend the sounds together. <i>Writing</i> Children will write words representing the sounds with a letter/letters.	<i>Comprehension</i> Children will be able to talk about the characters in the books they are reading. <i>Word Reading</i> Children will read words containing tricky words and digraphs, <i>Writing</i> Children will write labels/[phrases representing the sounds with a letter/letters.	<i>Comprehension</i> Children will retell a story using vocabulary influenced by their book. <i>Word Reading</i> Children will read longer sentences containing phase 4 words and tricky words. <i>Writing</i> Children will write words which are spelt phonetically.	<i>Comprehension</i> Children will be able to answer questions about what they have read. <i>Word Reading</i> Children will read books matched to their phonics ability. <i>Writing</i> Children will write simple phrases and sentences using recognisable letters and sounds.
<i>ELG Comprehension:</i> 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.						
<i>ELG Word Reading:</i> 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.						
<i>ELG Writing:</i> 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.						
Nursery						
<div>Mathematics</div> <div></div>	<i>Number</i> Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). <i>Numerical Patterns</i> Talk about and explore 2D and 3D shapes	<i>Number</i> Recite numbers past 5. Show ‘finger numbers’ up to 5. <i>Numerical Patterns</i> Understand position through words alone Start to use language of size, length, weight and capacity.	<i>Number</i> Say one number for each item in order: 1,2,3,4,5. <i>Numerical Patterns</i> Talk about and explore 2D and 3D shapes Discuss routes and locations, using words like ‘in front of’ and ‘behind’.	<i>Number</i> Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). <i>Numerical Patterns</i> Make comparisons between objects relating to size, length, weight and capacity. Talk about and identify the patterns around them.	<i>Number</i> Compare quantities using language: ‘more than’, ‘fewer than’. Experiment with their own symbols and marks as well as numerals. <i>Numerical Patterns</i> Talk about and explore 2D and 3D shapes Extend and create ABAB patterns	<i>Number</i> Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Solve real world mathematical problems with numbers up to 5. <i>Numerical Patterns</i> Combine shapes to make new ones Notice and correct an error in a repeating pattern.

	End of Nursery: Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, combine shapes to make new ones, begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’, solve real world mathematical problems with numbers up to 5.					
	Reception					
	<i>Number</i> Children will have a deep understanding of 1-3. <i>Numerical Patterns</i> Children will verbally say which group has more or less.	<i>Number</i> Children will have a deep understanding of numbers 1-5. <i>Numerical Patterns</i> Children will compare equal and unequal groups.	<i>Number</i> Children will have a deep understanding of numbers 1-8. <i>Numerical Patterns</i> Children will understand and explore the difference between odd and even numbers.	<i>Number</i> Children will have a deep understanding of numbers 1-10. <i>Numerical Patterns</i> Children will add and subtract using number sentences.	<i>Number</i> Children will revise number bonds to 5. <i>Numerical Patterns</i> Children will share quantities equally.	<i>Number</i> Children will know number bonds to 10, including doubling facts. <i>Numerical Patterns</i> Children will be able to count beyond 20 and higher.
	<i>ELG Number:</i> 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. <i>ELG Numerical Patterns:</i> 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.					

Nursery

Understanding the World 	<i>Past and Present</i> Talk about what they observe, using a wide vocabulary. <i>People, Culture and Communities</i> Show interest in different occupations. <i>The Natural World</i> Use all their senses in hands-on exploration of natural materials.	<i>Past and Present</i> Talk about what they observe, using a wide vocabulary. <i>People, Culture and Communities</i> Show interest in different occupations. <i>The Natural World</i> Explore collections of materials with similar and/or different properties.	<i>Past and Present</i> Begin to make sense of their own life-story and family’s history. <i>People, Culture and Communities</i> <i>The Natural World</i> Talk about what they see, using a wide vocabulary	<i>Past and Present</i> Begin to make sense of their own life-story and family’s history. <i>People, Culture and Communities</i> <i>The Natural World</i> Explore how things work.	<i>Past and Present</i> Talk about the differences between materials and changes they notice. <i>People, Culture and Communities</i> Continue developing positive attitudes about the differences between people. <i>The Natural World</i> Understand the key features of the life cycle of a plant and an animal.	<i>Past and Present</i> Talk about the differences between materials and changes they notice. <i>People, Culture and Communities</i> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <i>The Natural World</i> Plant seeds and care for growing plants.
	End of Nursery: Begin to understand the need to respect and care for the natural environment and all living things, talk about members of their immediate family and community, name and describe people who are familiar to them.					
	Reception					
	<i>History: Past and Present</i> Children will know about their own life story and how they have changed. <i>Geography: People, Culture and Communities</i> Children will know about features of the immediate environment. <i>Science: The Natural world</i> Children will understand the terms ‘same’ and ‘different’. <i>RE: People, Culture and Communities</i> Children will know what Creation teaches Christian’s about God.	<i>History: Past and Present</i> Children will know some similarities and differences between things in the past and now. <i>Geography: People, Culture and Communities</i> Children will know that there are many countries around the world. <i>Science: The Natural World</i> Children will explore and ask questions about the natural world around them. <i>RE: People, Culture and Communities</i> Children will know what Christians say God is like.	<i>History: Past and Present</i> Children will talk about the lives of people around them. <i>Geography: People, Culture and Communities</i> Children will know that people around the world have different religions. <i>Science: The Natural World</i> Children will talk about features of the environment they are in and learn about the different environments. <i>RE: People, Culture and Communities</i> Children will know what kind of king Jesus may have been.	<i>History: Past and Present</i> Children will talk about past and present events in their lives and what has been read to them. <i>Geography: People, Culture and Communities</i> Children will know about people who help us within the community. <i>Science: The Natural World</i> Children will make observations about plants discussing similarities and differences. <i>RE: People, Culture and Communities</i> Children will know why people say sorry.	<i>History: Past and Present</i> Children will know about the past through settings and characters. <i>Geography: People, Culture and Communities</i> Children will know that people in other countries may speak different languages. <i>Science: The Natural World</i> Children will make observations about animals discussing similarities and differences. <i>RE: People, Culture and Communities</i> Children will know what Christians say the Holy Spirit is like.	<i>History: Past and Present</i> Children will know about the past through settings, characters and events. <i>Geography: People, Culture and Communities</i> Children will know that simple symbols are used to identify features on a map. <i>Science: The Natural World</i> Children will know some important processes and changes in the natural world, including states of matter. <i>RE: People, Culture and Communities</i>

<div>Expressive Arts and Design</div> 		Children will know why Christians perform nativity plays.	Children will know what the church is and why the local church is linked to our school.	Children will know why Christians put three crosses in an Easter garden. Children will know how Easter Day is different to Good Friday. Children will know why Christians are happy on Easter.		Children will know how the disciples changed when they first met Jesus.
	<p><i>ELG Past and Present:</i> 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><i>ELG People, Culture and Communities:</i> 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><i>ELG The Natural World:</i> 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>					
	Nursery					
	<p><i>Being Imaginative</i> Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p><i>Creating with Materials</i> Explore different materials freely, to develop their ideas about how to use them and what to make.</p>	<p><i>Being Imaginative</i> Sing the pitch of a tone sung by another person ('pitch match').</p> <p><i>Creating with Materials</i> Develop their own ideas and then decide which materials to use to express them. Listen with increased attention to sounds</p>	<p><i>Being Imaginative</i> Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p><i>Creating with Materials</i> Join different materials and explore different textures. Respond to what they have heard, expressing their thoughts and feelings.</p>	<p><i>Being Imaginative</i> Create their own songs or improvise a song around one they know.</p> <p><i>Creating with Materials</i> Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>	<p><i>Being Imaginative</i> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Remember and sing entire songs.</p> <p><i>Creating with Materials</i> Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p><i>Being Imaginative</i> Play instruments with increasing control to express their feelings and ideas.</p> <p><i>Creating with Materials</i> Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.</p>
<p><i>End of Nursery:</i> Play instruments with increasing control to express their feelings and ideas, return to and build on their previous learning, refining ideas and developing their ability to represent them, create collaboratively, sharing ideas, resources and skills, develop storylines in their pretend play.</p>						
Reception						
<div>Expressive Arts and Design</div> 	<p><i>Music: Being Imaginative</i> Children will sing and perform nursery rhymes.</p> <p><i>Art & Design: Creating with Materials</i> Children will experiment mixing with colours.</p>	<p><i>Music: Being Imaginative</i> Children will experiment with different instruments and their sounds.</p> <p><i>Art & Design: Creating with Materials</i> Children will experiment with different textures.</p>	<p><i>Music: Being Imaginative</i> Children will create narratives based around stories.</p> <p><i>Art & Design: Creating with Materials</i> Children will safely explore different techniques for joining materials.</p>	<p><i>Music: Being Imaginative</i> Children will move in time to the music.</p> <p><i>Art & Design: Creating with Materials</i> Children will make props and costumes for different role play scenarios.</p>	<p><i>Music: Being Imaginative</i> Children will play an instrument following a musical pattern.</p> <p><i>Art & Design: Creating with Materials</i> Children will explore and use a variety of artistic effects to express their ideas and feelings.</p>	<p><i>Music: Being Imaginative</i> Children will invent their own narratives, stories and poems.</p> <p><i>Art & Design: Creating with Materials</i> Children will share creations, talk about process and evaluate their work.</p>
	<p><i>ELG Creating with Materials:</i> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>					
	<p><i>ELG Being Imaginative:</i> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>					

