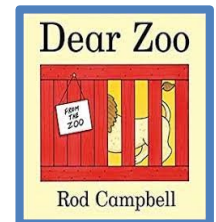
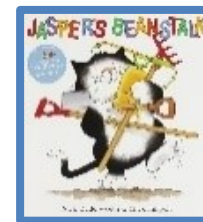
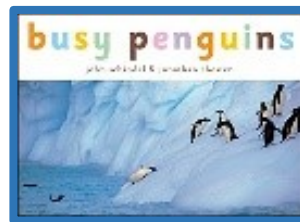
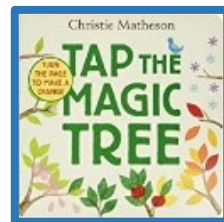
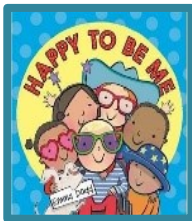




# Bruche Primary School

## Nursery Curriculum

EYFS 2022-2023



Planning a sequenced curriculum to ensure all children make progress and are ready for the next stage of their education.

**CORE VALUES:**

**CHILDREN FIRST**

**RESILIENCE**

**PIONEERING**

**Age Related Expectations** \* Teaching and learning to be differentiated through short term planning, driven by assessment

Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	It's Good to be Me	Let's Explore	Splashing About	Growing	Near and Far	Chester Zoo
<b>Planning around a quality text:</b>  <i>To be chosen following children's interests.</i>	 	 	 	 	 	 
<b>Linked occupations</b>	<ul style="list-style-type: none"> <li>Dr / Nurse</li> <li>Vets</li> </ul>	<ul style="list-style-type: none"> <li>Gardner</li> <li>Postman / lady</li> </ul>	<ul style="list-style-type: none"> <li>Fire / Police Services</li> </ul>	<ul style="list-style-type: none"> <li>Farmer</li> </ul>	<ul style="list-style-type: none"> <li>Lollypop Person</li> <li>Train / bus driver</li> </ul>	<ul style="list-style-type: none"> <li>Zoo keeper</li> <li>Vet</li> </ul>
<b>Linked texts</b>  <i>Non-fiction</i>  <i>Traditional Tales</i>  <i>Diversity</i>	<ul style="list-style-type: none"> <li>Wow, Said the Owl</li> <li>Rainbow Fish</li> <li>Lulu's First Day</li> <li>First Body</li> <li>Busy Kittens / Doggies – Jon Schnidel</li> <li>The Gingerbread Man</li> <li>Kipper's Birthday</li> <li>What Happened to You?</li> <li>So Much</li> </ul>	<ul style="list-style-type: none"> <li>Goldilocks and the Three Bears</li> <li>Busy Cubs – Jon Schnidel</li> <li>The Blanket Bears</li> <li>Brown Bear, Brown Bear What Do You Hear?</li> <li>Can Bears Ski?</li> <li>Moles Spectacles</li> </ul>	<ul style="list-style-type: none"> <li>Hello to Snowy Animals</li> <li>Polar Bear, Polar Bear What Do You Hear</li> <li>Hey Water</li> <li>Lost and Found</li> <li>One Day on our Blue Planet: In The Antarctic</li> </ul>	<ul style="list-style-type: none"> <li>I Went Walking</li> <li>Busy Barnyard – Jon Schnidel</li> <li>The Three Little Pigs</li> <li>Daisy Duck stories</li> <li>In Wibbles Garden</li> <li>The Ugly Duckling</li> </ul>	<ul style="list-style-type: none"> <li>I Love My Grandma</li> <li>The Train Ride</li> <li>Shu Lin's Grandpa</li> </ul>	<ul style="list-style-type: none"> <li>Busy Monkeys – Jon Schnidel</li> <li>Busy Elephants – Jon Schnidel</li> <li>Giraffe's Can't Dance</li> <li>Elmer</li> <li>Monkey Puzzle</li> <li>Animal Babies</li> <li>The Hare and The Tortoise</li> </ul>

<b>Linked rhymes</b>	<ul style="list-style-type: none"> <li>o If You Are Happy and You Know It</li> <li>o Head, Shoulders, Knees and Toes</li> <li>o Two Little Eyes to Look Around ....</li> <li>o Doctor Foster</li> <li>o I have a Pet – Super Simple</li> <li>o When Cats Get up in the Morning – Super Simple</li> <li>o Happy Birthday</li> </ul>	<ul style="list-style-type: none"> <li>o Teddy Bear, Teddy Bear</li> <li>o Bear is Sleeping</li> <li>o Five Little Bears</li> <li>o Five Little Leaves</li> <li>o Rain, Rain, go Away</li> <li>o I Hear Thunder</li> <li>o What's the weather?</li> <li>o Christmas songs</li> </ul>	<ul style="list-style-type: none"> <li>o Five Little Penguins</li> <li>o Five little snowmen</li> <li>o I'm a little snowman</li> <li>o Snowflake, Snowflake</li> <li>o Incy, Wincy Spider</li> <li>o This is the Way we Wash our Hands</li> <li>o Splashing in the Puddles</li> <li>o Five Little Firefighters</li> </ul>	<ul style="list-style-type: none"> <li>o Old McDonald had a Farm</li> <li>o The Farmer's in His Den</li> <li>o The Cows in the Barn</li> <li>o Farmer, Farmer What I do you See?</li> <li>o Five Little Ducks</li> <li>o Rain, Rain, Go Away</li> </ul>	<ul style="list-style-type: none"> <li>o John Brown had a Little Motorcar</li> <li>o The Wheels on the Bus</li> <li>o A Sailor Went to Sea</li> <li>o The Big Ship</li> <li>o Mr Sun</li> </ul>	<ul style="list-style-type: none"> <li>o If You Are an Elephant and you Know it ...</li> <li>o You Can Hear the Lion Roaring in the Zoo ...</li> <li>o Let's Go to the Zoo</li> <li>o Five Little Monkeys Jumping on the Bed</li> </ul>
<b>Trips/Visitors</b> Enrichments	<ul style="list-style-type: none"> <li>o Teddy Bear Party</li> <li>o Class Bear Home Visits</li> <li>o Dr / Nurse</li> <li>o Pet visit</li> <li>o School cook</li> </ul>	<ul style="list-style-type: none"> <li>o Autumn walk around school grounds</li> <li>o Walk to the post box</li> </ul>	<ul style="list-style-type: none"> <li>o Winter walk to the school forest</li> <li>o Fire Service visit</li> </ul>	<ul style="list-style-type: none"> <li>o Farm visit</li> <li>o Police visit</li> <li>o Ducks</li> <li>o Spring walk to the school forest</li> </ul>	<ul style="list-style-type: none"> <li>o Summer walk</li> <li>o Chester Zoo</li> </ul>	<ul style="list-style-type: none"> <li>o Reception visitors – Q &amp; A time</li> <li>o Transition visits to Reception</li> </ul>
<b>Celebrations / Festivals / Special Events</b>	<ul style="list-style-type: none"> <li>o Birthdays</li> <li>o Teddy Bear Day</li> <li>o Start of Autumn</li> </ul>	<ul style="list-style-type: none"> <li>o Birthdays</li> <li>o Harvest Festival</li> <li>o Diwali / Hannukah</li> <li>o Christmas</li> <li>o (Makaton) Nativity performance</li> </ul>	<ul style="list-style-type: none"> <li>o Birthdays</li> <li>o Chinese New Year</li> <li>o Start of Spring</li> </ul>	<ul style="list-style-type: none"> <li>o Birthdays</li> <li>o World Book Day</li> <li>o Holi</li> <li>o Easter</li> </ul>	<ul style="list-style-type: none"> <li>o Birthdays</li> <li>o Start of Summer</li> <li>o Eid Al-Fitr</li> </ul>	<ul style="list-style-type: none"> <li>o Birthdays</li> <li>o Sports Day</li> <li>o Transition</li> </ul>

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## Characteristics of Effective Teaching & Learning ..... to be embedded through all areas of learning ... creating powerful learners and thinkers

<b>Playing &amp; Exploring</b>	<ul style="list-style-type: none"> <li>Realise that their actions have an effect on the world, so they want to keep repeating them.</li> <li>Plan and think ahead about how they will explore or play with objects.</li> <li>Guide their own thinking and actions by talking to themselves while playing. <i>For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."</i></li> <li>Make independent choices.</li> <li>Do things independently that they have been previously taught.</li> <li>Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</li> <li>Respond to new experiences that you bring to their attention.</li> </ul>
<b>Active Learning</b>	<ul style="list-style-type: none"> <li>Participate in routines, such as going to their cot or mat when they want to sleep.</li> <li>Begin to predict sequences because they know routines. <i>For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.</i></li> <li>Show goal-directed behaviour. <i>For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.</i></li> <li>Begin to correct their mistakes themselves. <i>For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.</i></li> <li>Keep on trying when things are difficult.</li> </ul>
<b>Thinking and Creating Critically</b>	<ul style="list-style-type: none"> <li>Take part in simple pretend play. <i>For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.</i></li> <li>Sort materials. <i>For example, at tidy-up time, children know how to put different construction materials in separate baskets.</i></li> <li>Review their progress as they try to achieve a goal. Check how well they are doing.</li> <li>Solve real problems: <i>for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.</i></li> <li>Use pretend play to think beyond the 'here and now' and to understand another perspective. <i>For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."</i></li> <li>Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.</li> <li>Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</li> </ul>

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## COMMUNICATION & LANGUAGE: □ Listening, Attention & Understanding □ Speaking – Weaved throughout the whole of the EYFS curriculum

**Educational Programme:** The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Autumn	Spring	Summer
Learning Priorities: <b>Linked to Development Matters 2021</b>		
<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Pay attention to one thing at a time <ul style="list-style-type: none"> <li>⇒ Listen 1:1 to develop independence within daily routine</li> <li>⇒ Participate in short multi-sensory Key Person group time</li> </ul> </li> <li>Enjoy listening to stories and <b>begin to</b> remember much of what happens <ul style="list-style-type: none"> <li>⇒ Listen to short stories with illustrations / props / sounds</li> <li>⇒ Recall key events / name key characters</li> <li>⇒ <b>Begin to</b> join in text retell - repeated refrains / some actions</li> </ul> </li> <li>Follow an instruction with one part <ul style="list-style-type: none"> <li>⇒ Linked to: □ daily routine □ Key Person group activities</li> <li>⇒ Special events: Autumn walk</li> </ul> </li> <li><i>Understand simple questions about 'who', 'what' and 'where'</i> <ul style="list-style-type: none"> <li>⇒ Getting to know: □ one another □ new learning space □ daily routine □ learning choices</li> <li>⇒ Recount of events: □ own experiences □ stories</li> </ul> </li> <li><b>Begin to</b> understand some 'why' questions <b>related to own experiences</b> <ul style="list-style-type: none"> <li>⇒ Autumn time / family events / special nursery events</li> </ul> </li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li><b>Begin to</b> use a wider range of vocabulary <ul style="list-style-type: none"> <li>⇒ Linked to: □ daily routine □ themes □ key knowledge</li> </ul> </li> <li>Learn new rhyme and <b>begin to</b> develop a repertoire of songs <ul style="list-style-type: none"> <li>⇒ Join in with actions / props</li> <li>⇒ Fill in some missing words</li> </ul> </li> <li><b>Begin to</b> talk about a familiar book <b>one-to-one</b> <ul style="list-style-type: none"> <li>⇒ Comment on an illustration ...<i>picture / illustration</i></li> <li>⇒ Favourite character / part ... <i>character / event</i></li> </ul> </li> <li>Develop communication, <b>begin to</b> use different tenses</li> <li><b>Begin to</b> use longer sentences of 4/6 words</li> <li>Start a conversation with an adult / friend</li> <li><b>Begin to use</b> talk to organise selves / play</li> </ul>	<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Enjoy listening to stories &amp; remember much of what happens <ul style="list-style-type: none"> <li>⇒ Participate in small story group times</li> <li>⇒ Through questioning recall key story events</li> <li>⇒ Join in with simple text retelling using actions / words</li> </ul> </li> <li><b>Begin to</b> shift attention from one thing to another when needed and given a prompt</li> <li><b>Begin to</b> understand and follow a two-part instruction <ul style="list-style-type: none"> <li>⇒ Linked to: □ daily routine □ child-initiated learning</li> </ul> </li> <li>Understand some 'why' questions <ul style="list-style-type: none"> <li>⇒ Within child-initiated learning</li> <li>⇒ Song / story time</li> </ul> </li> <li><b>Begin to</b> show an understanding of some prepositions <ul style="list-style-type: none"> <li>⇒ Follow some simple instructions – <i>up / down / next to</i></li> <li>⇒ <b>Begin to</b> use language of prepositions – <i>on / in</i></li> </ul> </li> <li><b>Begin to</b> listen to others in a small group with support</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Use a wider range of vocabulary <ul style="list-style-type: none"> <li>⇒ Linked to: □ daily routine □ themes □ key knowledge</li> </ul> </li> <li><b>Continue to</b> develop and sing a repertoire of songs</li> <li>Sing a range of rhymes/songs as part of a group</li> <li>Talk about a familiar book and <b>begin to</b> tell a simple story <ul style="list-style-type: none"> <li>⇒ Using illustrations / props □ name main characters □ sequence main events</li> </ul> </li> <li><b>Continue to</b> develop communication: □ use future and past tense (not always correctly) □ use longer sentence of 4/6 words □ <b>begin to</b> join sentences with 'and' □ start a conversation with an adult / friend and <b>begin to</b> continue it with many turns □ use talk to organise selves / play</li> <li><b>Begin to</b> retell a simple past event in correct order</li> <li><b>Begin to</b> express a point of view: ■ likes ■ dislikes</li> </ul>	<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Enjoy listening to longer stories (<b>with increased attention</b>) and can remember much of what happens <ul style="list-style-type: none"> <li>⇒ Can answer a range of questions (who, what, where and why) with relevant comments. <b>With support begin to</b> use full sentences when giving responses.</li> </ul> </li> <li>Shift attention from one thing to another with prompt</li> <li>Understand and follow a two-part instruction <ul style="list-style-type: none"> <li>⇒ Across the daily routine with confidence and independence</li> </ul> </li> <li>Understand and respond confidently to simple 'why' questions <ul style="list-style-type: none"> <li>⇒ Within a range of contexts across the daily routine</li> <li>⇒ <b>With support begin to</b> answer using some full sentences</li> </ul> </li> <li>Show an understanding of some prepositions <ul style="list-style-type: none"> <li>⇒ Within instructions – <i>behind / in front of</i></li> <li>⇒ Use language of prepositions – <i>up / down / next to</i></li> </ul> </li> <li>Listen to others in a small group, turn taking with use of prop e.g. talking when holding the teddy bear</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Use a wider range of vocabulary in a range of contexts <ul style="list-style-type: none"> <li>⇒ Linked to: □ daily routine □ themes □ key knowledge</li> </ul> </li> <li>Sing a large repertoire of songs <ul style="list-style-type: none"> <li>⇒ As part of a group / independently</li> </ul> </li> <li>Talk about a familiar book and tell a longer story <ul style="list-style-type: none"> <li>⇒ Talk about characters / main events / likes / dislikes</li> </ul> </li> <li>Develop communication: □ <b>begin to</b> use a wider range of tenses (some correct) □ use longer sentences of 4 / 6 words □ join sentences with 'and' / 'like' / 'because' □ start a conversation and continue it, turn taking – be a good listener</li> <li>Use talk to: □ Retell a simple past event in correct order □ organise self □ Express a view point – likes / dislikes □ Debate</li> </ul>

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# Bruche Primary School – Personal, Social & Emotional Development

## PSHE progression through EYFS with links to Physical Development & Understanding the World

**Educational Programme:** Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

### Early Learning Goals – PSE

**Self-regulation:** ■ Show an understanding of their feelings & begin to regulate their behaviour accordingly ■ Set & work towards simple goals, being able to wait for what they want & control their immediate impulses when appropriate ■ Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, & show an ability to follow instructions involving several ideas or actions

**Managing Self** ■ Be confident to try new activities & show independence, resilience & perseverance in the face of challenge ■ Explain the reasons for rules, know right from wrong & try to behave accordingly

■ Manage own basic hygiene & personal needs, including dressing, going to the toilet & understanding the importance of healthy food choices

**Building Relationships** ■ Work & play cooperatively & take turns with others ■ Form positive attachments to adults & friendships with peers ■ Show sensitivity to their own & other's needs

Focus	Health and Well-Being		Relationships		Living in the Wider World	Vocabulary- To be used daily
<b>Nursery Skills, Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>Enjoy a sense of belonging through being involved in: □ key person group time □ a range of daily activities, indoors and outdoors</li> <li>Show confidence &amp; self-esteem through being outgoing towards familiar people and some new</li> <li>Take risks &amp; try new things</li> <li>Develop confidence within different social situations.</li> <li>Able to express own needs &amp; asks adults for help</li> <li>Be increasingly independent in meeting own care needs, e.g. <i>brushing teeth, using the toilet, washing &amp; drying hands</i></li> <li>Make healthy choices about food, drink, activity &amp; tooth brushing</li> </ul>		<ul style="list-style-type: none"> <li>Become more outgoing with unfamiliar people, in the safe context of their setting</li> <li>Develop appropriate ways of being assertive</li> <li>Talk with others and help to solve conflicts</li> <li>Be able to recognise the impact of own choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings</li> <li>Show interest in the lives of people who are familiar</li> <li>Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</li> </ul>		<ul style="list-style-type: none"> <li>Develop a sense of responsibility &amp; membership of a nursery / school / local community</li> <li>Increasingly follow rules, understanding why they are important</li> <li>Understand that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</li> </ul>	<a href="#">Rules</a> <a href="#">Danger</a> <a href="#">Healthy/ Unhealthy</a> <a href="#">Exercise</a> <a href="#">Same/ Different</a> <a href="#">Needs</a> <a href="#">Wants</a> <a href="#">Happy/ Sad</a>
Learning Outcomes	Autumn 1 It's Good to be Me	Autumn 2 Let's Explore	Spring 1 Splashing About	Spring 2 Growing	Summer 1 Near and Far	Summer 2 Chester Zoo
	<ul style="list-style-type: none"> <li>⇒ Can leave main carer to participate in the nursery daily routine</li> <li>⇒ Developing positive relationships with practitioners and peers</li> <li>⇒ Developing independence within care routines - putting on own coat / feeding self at snack and lunch time</li> <li>⇒ Explore the learning environment - developing independence, interest and sustained learning</li> <li>⇒ Confident to try new activities</li> <li>⇒ Can talk about some similarities and differences with others</li> <li>⇒ Can talk about what makes them happy and sad</li> </ul>		<ul style="list-style-type: none"> <li>⇒ Shows independence throughout the day – toileting, fastening own coat, using outdoor clothing, tidying away resources after use</li> <li>⇒ Can engage in group activities and turn take with resources</li> <li>⇒ Can follow the rules of the classroom</li> <li>⇒ Can say sorry when they have made a wrong choice</li> <li>⇒ Can say when they are hungry/tired/thirsty</li> </ul>		<ul style="list-style-type: none"> <li>⇒ Can take responsibility for areas of provision</li> <li>⇒ Can explain what makes a good friend</li> <li>⇒ Can describe the differences between healthy and unhealthy foods / drinks and begin to talk about the effect on their teeth and body.</li> </ul>	

□ Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key events. □ Classroom displays will display visual timetable and pictorial behavioural expectations. □ Classrooms will provide quiet areas within their provision for children to have some 'me time'. □ Children will be encouraged to talk about their feelings and emotions throughout the day. □ Classrooms will promote and celebrate positive behaviour.

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## Bruche Primary School – Physical Development (Gross Motor Skills)

### PD progression through EYFS with links to PD (Fine Motors Skills / Expressive Arts & Design – Creating with Materials)

**Educational Programme:** Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

**ELG: Gross Motor Skills** ■ Negotiate space & obstacles safely, with consideration for themselves & others ■ Demonstrate strength, balance & coordination when playing ■ Move energetically, such as running, jumping, dancing, hopping, skipping & climbing  
**ELG: Fine Motor Skills** ■ 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

Focus	Gymnastics movements	Basic Movement and Games	Dance	Fine Motor Skills	Health and Self Care	Vocabulary To be used daily
<b>Nursery Skills, Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</li> <li>Walks down steps or slopes, using alternate feet, maintaining balance &amp; stability</li> </ul>	<ul style="list-style-type: none"> <li>Can grasp &amp; release with two hands to throw &amp; catch a large ball, beanbag or object</li> <li>Run with spatial awareness &amp; negotiate space successfully, adjusting speed or direction to avoid obstacles</li> <li>Develop movement, balancing, riding (scooters, trikes &amp; bikes) skills</li> </ul>	<ul style="list-style-type: none"> <li>Increasingly able to use &amp; remember simple sequences of movements which are related to music &amp; rhythm</li> <li>Use large muscle movements to wave flags &amp; streamers etc</li> </ul>	<ul style="list-style-type: none"> <li>Use one-handed tools &amp; equipment</li> <li>Use a comfortable grip with good control when holding pens &amp; pencils</li> <li>Eat independently</li> </ul>	<ul style="list-style-type: none"> <li>Be increasingly independent getting dressed &amp; undressed</li> <li>Take care of majority of own care needs within daily routine</li> <li>Develop an awareness of risk</li> <li>Observe &amp; describe in words or actions the effects of physical activity on their bodies</li> </ul>	Follow, lead, copy, gallop, slither, crawl, kick, catch, throw, push, pat, slither, shuffle, roll, crawl, walk, run, hop, slide, squat, climb, land, stand, jump, balance, space, race, chase, speed, direction, obstacles, stretch, strong, firm, gentle, heavy, floppy
<b>Learning Outcomes</b>	<b>Autumn 1</b> It's Good to be Me	<b>Autumn 2</b> Let's Explore	<b>Spring 1</b> Splashing About	<b>Spring 2</b> Growing	<b>Summer 1</b> Near and Far	<b>Summer 2</b> Chester Zoo
	⇒ Know the importance of washing hands ⇒ Know how to hop, stand on one leg & hold a pose for a game like musical statues ⇒ Know how to climb up stairs, steps & move across equipment using alternate feet ⇒ Know how to crawl, walk & run across a low plank ⇒ Know how to push, roll & bounce a large ball ⇒ Know how to throw and catch a large ball ⇒ Know how to move a large ball using feet ⇒ Know how to change speed & direction to avoid obstacles		⇒ Follow simple instructions to make a series of movements ⇒ Know how to skip, gallop, slither etc & follow instructions ⇒ Begin to match movements to music ⇒ Know how to use large muscle movements to wave flags & streamers ⇒ Know how to make snips paper with scissors ⇒ Show a preference for dominant hand ⇒ Know how to hold a pen or pencil in a tripod grip ⇒ Know how to use a knife & fork		⇒ Know how to put on a coat & fasten a coat ⇒ Know the importance and how to brush teeth ⇒ Know that equipment & tools need to be handled safely ⇒ Begin to know the changes that happen to the body after exercise, such as heart beating faster	

Children in nursery will have lots of opportunities to reinforce their developing physical skills through: □ High quality outdoor learning space with a focus on large and multi-sensory experiences □ P.E lesson with a coach □ Forest School □ Yoga □ Balance bikes

**CORE VALUES:**

**CHILDREN FIRST**

**RESILIENCE**

**PIONEERING**



## Bruche Primary School – Literacy Reading ( Comprehension and Word Reading)

### English with links to Expressive Arts and Design / Being Imaginative & Expressive

**Educational Programme:** It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

#### ELG: Comprehension

■ Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary ■ Anticipate, where appropriate, key events in stories ■ Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role-play

#### ELG: Word Reading

■ Say a sound of each letter in the alphabet & at least 10 digraphs ■ Read words consistent with their phonic knowledge by sound-blending ■ Read aloud simple sentences & books that are consistent with their phonic knowledge including some common exception words

Focus	Decoding	Range of Reading	Familiarity with text	Poetry and performance	Word Meaning	Understanding and Inference	Predication	Discussing Reading				
<b>Nursery Skills, Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"><li>Understand print has meaning, can have different purposes, we read English text from left to right &amp; from top to bottom</li><li>Name the different parts of books &amp; page sequencing</li><li>Count or clap syllables in a word</li><li>Recognise familiar words and signs such as own name, advertising logos and screen icons</li><li>Recognise words with the same initial sound</li></ul>	<ul style="list-style-type: none"><li>Show interest in illustrations and words in print and digital books and words in the environment</li><li>Looks at and enjoys print and digital books independently</li></ul>	<ul style="list-style-type: none"><li>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories</li><li>Begin to be aware of the way stories are structured, and to tell own stories</li><li>Be able to talk about familiar stories &amp; tell a long story</li></ul>	<ul style="list-style-type: none"><li>Sing to self and makes up simple songs</li><li>Spot &amp; suggest rhyme</li><li>Create sounds, movements, drawings to accompany stories</li><li>Sing a large repertoire of songs</li></ul>	<ul style="list-style-type: none"><li>Build up vocabulary that reflects the breadth of their experiences</li><li>Engage in extended conversations about stories, learning new vocabulary</li></ul>	<ul style="list-style-type: none"><li>Use talk to explain what is happening</li><li>Understand why and how questions</li></ul>	<ul style="list-style-type: none"><li>Anticipate key events and phrases in rhymes and stories</li><li>Talk about events and principal characters in stories and suggests how the story might end</li></ul>	<ul style="list-style-type: none"><li>Listen to others in one-to-one or small groups, when conversation interests them</li><li>Listen to familiar stories with increasing attention and recall</li><li>Be able to express a point of view &amp; to debate when they disagree</li></ul>				
<b>Learning Outcomes</b>	<b>Autumn 1</b> It's Good to be Me		<b>Autumn 2</b> Let's Explore		<b>Spring 1</b> Splashing About		<b>Spring 2</b> Growing		<b>Summer 1</b> Near and Far		<b>Summer 2</b> Chester Zoo	
	<ul style="list-style-type: none"><li>⇒ Can point to the words and the pictures in a book</li><li>⇒ Can join in with the repeating refrains of focus text</li><li>⇒ Can sequence a story using a small number of visual images</li><li>⇒ Can continue a rhyme and match rhyming words together</li><li>⇒ Listen to stories and answer simple questions</li><li>⇒ Join in with foundational phonics activities</li><li>⇒ Independently handle a book carefully</li><li>⇒ Recognise own name</li></ul>		<ul style="list-style-type: none"><li>⇒ Begin to orally blend CVC words</li><li>⇒ Begin to group words/objects with the same initial sounds</li><li>⇒ Can read own name in different contexts</li><li>⇒ Can sequence events from familiar traditional tales</li><li>⇒ Can name the characters and differentiate between good and bad characters</li><li>⇒ Can use the words 'beginning', 'middle' and 'end' to describe story structure.</li><li>⇒ Can answer 'who', 'what' and 'why' questions.</li><li>⇒ Can use a book with correct orientation and page turning</li><li>⇒ Know the difference between illustration and word</li></ul>		<ul style="list-style-type: none"><li>⇒ Can orally blend CVC words</li><li>⇒ Group words/objects with the same initial sounds</li><li>⇒ Can predict what might happen next in stories</li><li>⇒ Know five key concepts of print</li><li>⇒ Understand the key part of a book- title, front cover, back cover</li><li>⇒ Can clap and count syllables with 2,3,4 syllable words.</li><li>⇒ Can re-tell an unfamiliar text independently by the use of images.</li><li>⇒ <b>Develop confidence and knowledge within Set 1 RWI sounds</b></li><li>⇒ <b>Begin to apply early phonic knowledge to read some CVC words</b></li></ul>							

Children: □ to be exposed to key vocabulary and quality texts within all areas of the provision □ will become familiar with text structure, characters and key vocabulary through well planned continuous provision all linked to a quality key text □ will have a balance of fiction and non-fictions texts to support learning □ will have daily literacy inputs and daily phonics inputs where concepts about print and book handling skills will be modelled □ will have access to a quality reading curriculum.

**CORE VALUES:**

**CHILDREN FIRST**

**RESILIENCE**

**PIONEERING**

## Bruche Primary School – Literacy Writing

### English with links Communication & Language and Physical Development (Fine Motors Skills)

**Educational Programme:** It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

#### ELG: Writing

■ Write recognisable letters, most of which are correctly formed ■ Spell words by identifying sounds in them and representing the sounds with a letter or letters ■ Write simple phrases and sentences that can be read by others.

#### ELG: Physical Development-Fine Motor Skills

■ 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

Focus	Composition (Articulating ideas and structuring them into speech, before writing)		Transcription (Spelling and Handwriting)			
Nursery Skills, Knowledge & Understanding	See Communication & Language		Fine Motor Skills		Concepts about Print	Phonics
	<ul style="list-style-type: none"> <li>Ascribe meaning to signs, symbols and words that are seen in different places, including those they make themselves</li> <li>Distinguish between different made marks</li> <li>Break the flow of speech into words, developing: □ oral rehearsal □ memory, holding a word / caption / short sentence to: (i) dictate to an adult what to write (ii) write using marks / symbols and known letters</li> <li>Give meaning to marks                             <ul style="list-style-type: none"> <li>Label using a range of vocabulary</li> <li>Compose sentences using 6+ words and begin to use connectives</li> </ul> </li> <li>Engage in a range of purposeful mark making / early writing, beginning to understand audience, purpose and form e.g. <i>shopping list / telephone message / label for model to be displayed</i></li> <li>Write own name, from memory, with majority of letters correctly formed</li> </ul>		<ul style="list-style-type: none"> <li>Develop fine motor / in hand manipulation                             <ul style="list-style-type: none"> <li>Manipulate a range of tools and equipment/one handed tools including paintbrushes, scissors, toothbrush, scarves/ribbons</li> </ul> </li> <li>Engage in a variety of large multi-sensory mark making activities: (i) drawing lines / circles (ii) name writing (iii) initial GPC linked to texts / RWI</li> <li>Develop correct pencil grip</li> <li>Draw lines and circles using smaller movements on paper</li> <li>Write name with some recognisable letters, majority correctly formed on paper</li> <li>Begin to form additional recognisable letters linked to interest / focus text. For example: friend / family / main character names</li> <li>Hear initial phoneme in own name and begin to hear some others</li> <li>Begin to make letter type shapes to represent the initial sound of other familiar words</li> </ul>		<ul style="list-style-type: none"> <li>Show an awareness that print carries meaning</li> <li>Distinguish between picture / illustration and print / writing</li> <li>Understand directionality of print</li> <li>Know where to start writing: □ top to bottom □ left to right</li> <li>Imitates adults' writing by making continuous lines and shapes and symbols from left to right and top to bottom</li> <li>Use some print and letter knowledge in mark marking / early writing and ascribe meaning</li> </ul>	<ul style="list-style-type: none"> <li>Participate in foundational phonics activities</li> <li>Hear initial phoneme in own name and begin to hear some others</li> <li>Develop confidence and knowledge within Set 1 RWI sounds</li> <li>Begin to apply early phonic knowledge to write some initial phonemes in words when writing</li> </ul>
Learning Outcomes	Autumn 1 It's Good to be Me	Autumn 2 Let's Explore	Spring 1 Splashing About	Spring 2 Growing	Summer 1 Near and Far	Summer 2 Chester Zoo
	⇒ Can use large and small motor skills to develop increasing independence-manage buttons, zips, velcro fastenings on shoes, pour drinks. ⇒ Choose and use one handed tools with intention (musical instruments, jugs, hammers, mark making tools) ⇒ Find their name card (with photograph in first instance) ⇒ With support begin to hold pencil correctly ⇒ Label made marks ⇒ When prompted by a practitioner, make marks on pictures to represent own name ⇒ Write initial letter of own name independently		⇒ Begin to use hold pencil correctly independently ⇒ Talk about made marks using simple sentences ⇒ Add some marks to their pictures which they give meaning to (eg. "That's my mummy!") ⇒ Use print and letter knowledge to 'write' items to support their play (list, spell, labels for map/construction/forest school) ⇒ Can write some letters accurately ⇒ Can write their name using a name card with accurately formed letters / beginning to develop skills independently without use of name card ⇒ Beginning to mark make / write with correct directionality, left to right		⇒ Can hold a pencil in a tripod grip ⇒ Can write left to right ⇒ Can recognise and write their own name independently ⇒ Talk about made marks (including symbols) / early writing (known letters) using longer sentences with some connectives ⇒ Begin to write some initial sounds accurately for lists and labelling	

Children to be □ exposed to a range of tools, including left-handed scissors, within all areas of the provision □ encouraged and motivated to mark make / write through opportunities provided in a range of ways (clipboards, notepads, different paper -coloured, lined, thematic frames) including a range of crayons, pencils, pens, chalks throughout the environment. □ Staff to model writing for a range of purposes in planned and spontaneous learning opportunities. □ Gross motor development will underpin the development of fine motor skills with planned provision for small muscle coordination (hands and fingers) with resourcing to include threading, scissors, paint brushes, cutlery for snack/lunch, collage, small world etc

CORE VALUES:

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# Bruche Primary School- Number and Number Patterns

## Maths progression through EYFS

**Educational Programme:** Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

### ELG: Number

■ Have a deep understanding of number to 10, including the composition of each number ■ Subitise (recognise quantities without counting) up to 5 ■ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

### ELG: Numerical Patterns

■ Verbally count beyond 20, recognising the pattern of the counting system ■ Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity ■ Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Focus	Place value: Counting	Place value: Represent	Place value: Use and compare	Addition and subtraction: Solve problems	Addition and subtraction: Calculation	Pattern
<b>Nursery Skills, Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>Enjoy counting verbally as far as they can go</li> <li>Point or touch (tag) each item, saying one number for each item, using the stable order of 1,2,3,4,5</li> <li>Use some number names and number language within play, and may show fascination with large numbers</li> <li>Count up to five items, recognising that the last number said represents the total counted so far (cardinal principle)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to recognise numerals 0 to 10</li> <li>Subitise one, two and three objects (without counting)</li> <li>Link numerals with amounts up to 5 and maybe beyond</li> <li>Ascribe mathematical meaning to own marks</li> </ul>	<ul style="list-style-type: none"> <li>Compare two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. <i>You've got two, I've got two. Same!</i></li> </ul>	<ul style="list-style-type: none"> <li>Begin to use understanding of number to solve practical problems in play and meaningful activities</li> <li>Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same</li> </ul>	<ul style="list-style-type: none"> <li>Through play and exploration, begin to learn that numbers are made up (composed) of smaller numbers</li> <li>Begin to recognise that each counting number is one more than the one before</li> </ul>	<ul style="list-style-type: none"> <li>Create their own spatial patterns showing some organisation or regularity</li> <li>Explore and adds to simple linear patterns of two or three repeating items, e.g., <i>stick, leaf (AB) or stick, leaf, stone (ABC)</i></li> <li>Join in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next</li> </ul>
Learning Outcomes	Autumn 1 It's Good to be Me	Autumn 2 Let's Explore	Spring 1 Splashing About	Spring 2 Growing	Summer 1 Near and Far	Summer 2 Chester Zoo
	<ul style="list-style-type: none"> <li>⇒ Engage in open-ended play, developing one-to-one correspondence e.g. <i>one doll in a pram / one peg in each bowl</i></li> <li>⇒ Participate in number songs – beginning to use fingers to represent numbers</li> <li>⇒ Count by rote from 1-5+</li> <li>⇒ Count accurately using 1-1 correspondence for sets of 1-3 objects, pictures or sounds</li> <li>⇒ Understand that last number said represents the whole set - cardinality</li> <li>⇒ Count out up to 3 objects from a larger set</li> <li>⇒ Subitise sets of 1 and 2 objects</li> <li>⇒ Sort objects by a single property e.g. colour</li> <li>⇒ Sort objects by 2 properties - shape and size</li> </ul>		<ul style="list-style-type: none"> <li>⇒ Count accurately using 1-1 correspondence for sets of 1-5 objects, pictures or sounds</li> <li>⇒ Counts out up to 5 objects from a larger set</li> <li>⇒ Subitise sets of 1-3 objects</li> <li>⇒ Recognise numerals 1-5 and match to sets of objects</li> <li>⇒ Orders numerals 1-5</li> <li>⇒ Sort objects using different combinations of properties e.g. narrow yellow ribbons</li> <li>⇒ Continue or copy a simple repeating pattern that alters colour or size</li> </ul>		<ul style="list-style-type: none"> <li>⇒ Count by rote to 10</li> <li>⇒ Understand that a counted set will always contain the same number of objects however they are arranged or whichever order they are counted in (conservation of number &amp; order irrelevance)</li> <li>⇒ Compare sets of objects and use 'more', 'fewer' and 'the same'.</li> <li>⇒ Investigate splitting up a group of 3 or 4 objects in different ways</li> <li>⇒ Make equal sets</li> <li>⇒ Create own simple repeating patterns with objects, actions and sounds</li> </ul>	

□ Children will be exposed to mathematical vocabulary and mathematical experiences in the indoor and outdoor classrooms. □ Through well-chosen resources such as water play, sand play, construction and small world children will be able to play what they know in a purposeful way whilst learning.

## Bruche Primary School - Shape, Space and Measure

### Maths progression through EYFS

**Educational Programme:** Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

[ELG – NA](#) \* See Number & Numerical Pattern links

Focus	Spatial Awareness		Shape		Measures	
<b>Nursery Skills, Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>Respond to and uses language of position and direction</li> <li>Predict, move and rotate objects to fit the space or create the shape they would like</li> </ul>		<ul style="list-style-type: none"> <li>Choose items based on their shape which are appropriate for a purpose</li> <li>Respond to informal language and common shape names</li> <li>Show awareness of shape similarities and differences between objects</li> <li>Enjoy partitioning and combining shapes to make new shapes with 2D and 3D shapes</li> <li>Attempt to create arches and enclosures when building, using trial and improvement to select blocks</li> </ul>		<ul style="list-style-type: none"> <li>In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items</li> <li>Recall a sequence of events in everyday life and stories</li> </ul>	
Learning Outcomes	Autumn 1 It's Good to be Me	Autumn 2 Let's Explore	Spring 1 Splashing About	Spring 2 Growing	Summer 1 Near and Far	Summer 2 Chester Zoo
	<ul style="list-style-type: none"> <li>⇒ Move from using general language of size - <i>big/little, small/large</i> – to understanding and using more specific language to describe heights and lengths <i>tall/short</i> and <i>long/short</i></li> <li>⇒ Begin to use comparative terms for height and length <i>taller/shorter</i> and <i>longer/shorter</i></li> <li>⇒ Understand and use language of position that doesn't vary by viewpoint (<i>in on under next to</i>)</li> <li>⇒ Understand and use language of position that can vary by viewpoint (<i>in front, behind</i>)</li> <li>⇒ Rotate and flip objects to make a match (<i>e.g. posting boxes, inset puzzles</i>)</li> <li>⇒ Construct with 3D shapes – combining shapes in 2 dimensions <i>e.g. to create a wall or bed</i></li> <li>⇒ Follow the daily routine and begin to predict what might happen next with a visual timetable</li> </ul>		<ul style="list-style-type: none"> <li>⇒ Begin to understand and use specific language to describe width and thickness <i>wide/narrow</i> and <i>thick/thin</i></li> <li>⇒ Understand and use specific language to describe mass <i>heavy/light</i></li> <li>⇒ Begin to use comparative terms for mass <i>heavier/lighter</i></li> <li>⇒ Understand and use language of direction (<i>up, down, through, over, under</i>)</li> <li>⇒ Understand and use language of movement (<i>forwards, backwards, sideways, turn</i>)</li> <li>⇒ Create patterns and pictures with simple 2D shapes – combining shapes to fill a void or to copy an image</li> <li>⇒ Notice properties of 3D shapes and find other objects that are the same shape</li> <li>⇒ Use words such as round/ straight/ flat to describe shape characteristics</li> </ul>		<ul style="list-style-type: none"> <li>⇒ Talk about and sequence the events within a school day</li> <li>⇒ Use time vocabulary of - <i>day/night/today/tomorrow/before/after that</i> to describe when an event is happening</li> <li>⇒ Understand and use vocabulary to describe the volume in a container (<i>full, empty, part full</i>)</li> <li>⇒ Compare capacities of different containers by pouring from one to another and use comparative terms <i>holds more/holds less</i></li> <li>⇒ Discuss routes and order and location of things seen (<i>in between, above, below, around, beside, across, along</i>)</li> <li>⇒ Understand language of distance (<i>far away, near</i>)</li> <li>⇒ Construct complex structures with 3D shapes – combining multiple shapes to make arches and enclosures</li> <li>⇒ Notice properties of 2D shapes and find other examples in the environment including faces on 3D shapes</li> </ul>	

□ Children will be exposed to mathematical vocabulary and mathematical experiences in the indoor and outdoor classrooms. □ Through well-chosen resources such as water play, sand play, construction and small world children will be able to play what they know in a purposeful way whilst learning.

## Bruche Primary School - UW- Past and Present/ The World

### History progression through EYFS

**Educational Programme:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

#### ELG: UW / Past and Present

- Talk about the lives of the people around them & their roles in society ■ Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class
- Understand the past through settings, characters & events encountered in books read in class & storytelling

Focus	Chronological understanding		Historical Enquiry		Knowledge & Interpretation		Communication		Vocabulary- To be used daily.			
Nursery Skills, Knowledge & Understanding	<ul style="list-style-type: none"><li>▪ Retell past events in correct order</li><li>▪ Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</li><li>▪ Remember &amp; talk about significant times or events for family &amp; friends</li><li>▪ Begin to make sense of own life-story &amp; family's history</li></ul>		<ul style="list-style-type: none"><li>▪ Question why things happened &amp; give explanations</li><li>▪ Understand why and how questions</li><li>▪ Asks who, what, when &amp; how</li></ul>		<ul style="list-style-type: none"><li>▪ Develop an understanding of growth, decay and changes over time</li><li>▪ Share photographs, videos, visitor</li><li>▪ Preserve memories of special events e.g. <i>make a book, video, photos</i></li></ul>		<ul style="list-style-type: none"><li>▪ Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world</li><li>▪ Share stories about people from the past who have an influence on the present</li></ul>		<ul style="list-style-type: none"><li>▪ Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night</li><li>▪ Understand and use vocabulary such as: <i>how, why, because</i></li><li>▪ Understand and use vocabulary such as: <i>I can see, I saw, same, different, change, what happened? Why? because</i></li></ul>			
Learning Outcomes	Autumn 1 It's Good to be Me		Autumn 2 Let's Explore		Spring 1 Splashing About		Spring 2 Growing		Summer 1 Near and Far		Summer 2 Chester Zoo	
	<ul style="list-style-type: none"><li>⇒ Able to follow the daily routine with support of visuals</li><li>⇒ Describe special events such as a birthday/ day out/ first day at school by looking at images.</li><li>⇒ Say what is the same and what is different</li><li>⇒ Name members of their own immediate family</li><li>⇒ Talk about how they have changed over time from baby-Toddler-child</li><li>⇒ Talk about the events in the Christmas story</li><li>⇒ Describe what we 'remember'</li></ul>				<ul style="list-style-type: none"><li>⇒ Begin to develop an understanding of characters from the past</li><li>⇒ Sequence the events in a story</li><li>⇒ Make predictions about what might happen next</li><li>⇒ Question words of 'who', 'why', 'where' and 'when'.</li><li>⇒ Understand that they only have one birthday a year</li><li>⇒ Take images of growth and change and sequence events and retell what happened over time.</li></ul>				<ul style="list-style-type: none"><li>⇒ Talk about similarities and differences between different events</li><li>⇒ Describe a memory- linked to photographs and special objects.</li><li>⇒ Recount key events linked to visitors into school using past tenses</li><li>⇒ Recount visitors and visits using photographs using past tenses</li></ul>			

□ Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key events. □ Timeline of events to be placed up on class walls so children can continually retrieve what they have learnt in the past, can explain what is happening in the present and are aware of what will happen in the future. □ Class floor books to be used to showcase a learning journey over time of significant events.

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

# Bruche Primary School - UW- People/Culture and Communities

## RE progression through EYFS



**Educational Programme:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### ELG: UW / People, Culture and Communities

■ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps ■ Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class ■ Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & maps

Focus	Beliefs and Values		Search for Personal meaning		Living religious traditions		Shared human experience		Vocabulary- to be used daily			
Nursery Skills, Knowledge & Understanding	<ul style="list-style-type: none"><li>Begin to make sense of their own life story &amp; family history</li></ul>		<ul style="list-style-type: none"><li>Know some of the things that make them unique, &amp; can talk about some of the similarities &amp; differences in relations to friends &amp; family</li><li>Shows interest in the lives of people who are familiar to them</li><li>Enjoys joining in with family customs &amp; routines</li></ul>		<ul style="list-style-type: none"><li>Begin to develop an awareness of special places for: □ their own family □ friends</li><li>Develop positive attitudes about the differences between people</li></ul>		<ul style="list-style-type: none"><li>Talk about what they have experienced or seen in photos</li></ul>		Celebration, Special, Family, Religion, trust, brave, strong, weak, care, sorry, unique, bells, spire, steeple, mosque, church, respect,			
Learning Outcomes	Autumn 1 It's Good to be Me		Autumn 2 Let's Explore		Spring 1 Splashing About		Spring 2 Growing		Summer 1 Near and Far		Summer 2 Chester Zoo	
	<ul style="list-style-type: none"><li>⇒ Talk about themselves and what makes them unique, linking to features such as hair, eyes colour, hair colour and favourite things.</li><li>⇒ Develop friendships</li><li>⇒ Talk about own family and begin to compare with others</li><li>⇒ Share own special celebrations</li><li>⇒ Begin to name and talk about some key features of different festivals e.g. <i>harvest, Diwali, Christmas</i> ...</li><li>⇒ Compare their family to other families and explain what is the same and what is different</li></ul>				<ul style="list-style-type: none"><li>⇒ Talk about their life and what they do as they grown from a baby to a child.</li><li>⇒ Talk about special events and celebrations for them and their family.</li><li>⇒ Name the festival of Holi and understand that it is a special time for some people</li></ul>				<ul style="list-style-type: none"><li>⇒ Know some the names of some people who help them and their role / occupation</li><li>⇒ Re-enact different roles within role play</li><li>⇒ Begin to develop an understanding of helping within the community - planting</li><li>⇒ Name the festival of Eid Al-Fitr and understand that it is a special time for some people</li><li>⇒ Begin to understand how animals can also help people</li></ul>			

□ Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key celebrations at different times of the year □ Timeline of events to be placed up on class walls so children can continually see significant events that have taken place throughout the year. □ Class floor books to be used to showcase a learning journey over time of significant events.

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING



## Bruche Primary School - UW- The Natural World

### Geography progression through EYFS

**Educational Programme:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

#### ELG: UW/ The Natural World

■ Explore the natural world around them, making observations and drawing pictures of plants and animals ■ Know some similarities & differences between the natural world around them and contrasting environments, drawing on their experiences & what has been read in class ■ Understand some important processes and changes in the natural world around them, including the seasons

Focus	Location		Place	Human and Physical		Geographical skills and fieldwork		Vocabulary- To be used daily.	
Nursery Skills, Knowledge & Understanding	<ul style="list-style-type: none"><li>▪ Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world</li><li>▪ Know that there are different countries in the world &amp; talk about the differences they have experienced or seen in photos</li></ul>		<ul style="list-style-type: none"><li>▪ Talk about some of the things they have observed in different places</li><li>▪ Comments &amp; asks questions about aspects of their familiar world such as the place where they live or the natural world</li><li>▪ Make imaginative 'small worlds' with blocks &amp; construction kits, such as a city with different buildings &amp; a park</li></ul>	<ul style="list-style-type: none"><li>▪ Help children to notice and discuss patterns around them, e.g. <i>rubblings from grates, covers, or bricks.</i></li><li>▪ Identify seasonal patterns – focusing on plants and animals.</li><li>▪ Begin to understand the effect their behaviour can have on the environment</li></ul>		<ul style="list-style-type: none"><li>▪ Observe and identify features in the place they live and the natural world.</li><li>▪ Find out about their environment and talk about features they like and dislike.</li><li>▪ Use diverse range of props, photos, books to notice &amp; talk about similarities &amp; differences</li></ul>		Environment, place, quiet, busy, calm, noisy, similar, same, different, old new, past, present.	
Learning Outcomes	Autumn 1 It's Good to be Me	Autumn 2 Let's Explore	Spring 1 Splashing About		Spring 2 Growing		Summer 1 Near and Far		Summer 2 Chester Zoo
	<ul style="list-style-type: none"><li>⇒ Explore all learning spaces with increasing independence</li><li>⇒ Say what they like and dislike about indoor and outdoor environments</li><li>⇒ Participate in Forest School, getting to know key features of the learning space</li><li>⇒ Describe the location of special events eg <i>parks, cinema, beach</i></li><li>⇒ Talk about where they live</li><li>⇒ Talk about who lives in their home.</li><li>⇒ Talk about the key features of Autumn</li></ul>		<ul style="list-style-type: none"><li>⇒ Develop an awareness of different settings</li><li>⇒ Talk about the key features of Winter</li><li>⇒ Talk about the habitats of some winter animals</li><li>⇒ Talk about the key features of Spring</li><li>⇒ Explain why we see plants and flowers growing in the spring and the Summer.</li><li>⇒ Explain the best places for flowers, and vegetables to grow and explain why.</li><li>⇒ Describe the features of farm.</li><li>⇒ Build their own farm and include key features for animal homes.</li><li>⇒ Make simple maps</li></ul>		<ul style="list-style-type: none"><li>⇒ Talk about their journey to school</li><li>⇒ Know our school is based in Warrington which is in England.</li><li>⇒ Can name some significant places in Warrington - Park, swimming, Shopping etc.</li><li>⇒ Know the names of some other countries and begin to talk about some differences</li><li>⇒ Name a variety of different homes such as barn, castle, tent caravan, flat, detached</li><li>⇒ Talk about the key features of Summer</li><li>⇒ Be able to talk about the key features of the Zoo</li></ul>				

□ Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key learning knowledge and skills. □ Timeline of events to be placed up on class walls so children can continually retrieve prior learning. □ Class floor books to be used to showcase a learning journey over time of significant events.

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING



# Bruche Primary School - UTW- The Natural World

## Science progression through EYFS

**Educational Programme:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### ELG - Understanding the World- The Natural World

■ Explore the natural world around them, making observations and drawing pictures of animals and plants ■ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class ■ Understand some important processes and changes in the natural world around them, including the seasons

Focus	Seasonal changes		Everyday materials		Plants		Animals including Humans		Vocabulary- To be used daily.			
Nursery Skills, Knowledge & Understanding	<ul style="list-style-type: none"><li>Explore different habitats outdoors and talk about observations e.g. <i>scent, colour &amp; shape of flowers attracting bees</i></li><li>Observe growth &amp; decay over time</li><li>Begin to understand the need to respect &amp; care for the natural environment &amp; all living things</li><li>Talk about what they see, using a wide vocabulary</li></ul>		<ul style="list-style-type: none"><li>Explore materials with different properties</li><li>Explore natural materials, indoors and outdoors.</li><li>Explore collections of materials with similar and/ or different properties.</li><li>Talk about the differences between materials and changes that they notice.</li></ul>		<ul style="list-style-type: none"><li>Observe plants closely through a variety of means e.g. <i>magnifiers &amp; photographs</i></li><li>Begin to understand the need to respect &amp; care for the natural environment &amp; all living things</li><li>Extend vocabulary: leaves, petals, roots, bulb, trunk, branches, stem, garden plants, wild plants, seeds</li><li>Use all the senses in hands-on exploration of plants</li><li>Understand the key features of the life cycle of a plant</li></ul>		<ul style="list-style-type: none"><li>Observe animals closely through a variety of means e.g. <i>magnifiers &amp; photographs</i></li><li>Look at key stages of development from birth to adult</li><li>Observe &amp; describe in words or actions the effects of physical activity on body</li><li>Understand the key features of the life cycle of an animal</li></ul>		Senses, experiment, plants – leaf, stem, root, flower, animals, humans, materials, change, growth, environment, heavy, light, float, sink, baby, toddler, child, egg, caterpillar, chrysalis, seasons, melt, freeze, hard, soft, kitten, puppy, foal, calf etc			
Learning Outcomes	Autumn 1 It's Good to be Me		Autumn 2 Let's Explore		Spring 1 Splashing About		Spring 2 Growing		Summer 1 Near and Far		Summer 2 Chester Zoo	
	<ul style="list-style-type: none"><li>⇒ Name &amp; identify body parts- facials features, arms, legs, fingers and toes</li><li>⇒ Know the names of different body parts &amp; what they do</li><li>⇒ Using images sequence the change from baby to child</li><li>⇒ Use some senses in hands-on exploration of natural materials</li><li>⇒ Know about the different seasons &amp; the effect they have on plants, tress &amp; creatures</li></ul>				<ul style="list-style-type: none"><li>⇒ Know the names of farm animals including babies</li><li>⇒ Know that most plants start growing from a seed or bulb</li><li>⇒ Know all plants need water &amp; light to grow &amp; survive</li><li>⇒ Know how to care for plants</li><li>⇒ Know the names of the basic parts of a plant &amp; tree</li><li>⇒ Know &amp; talk about the life-cycle of a plant</li><li>⇒ Know some correct terms to describe the life-cycle of a butterfly</li><li>⇒ Use a magnifying glass</li><li>⇒ Know why some objects float &amp; sink</li></ul>				<ul style="list-style-type: none"><li>⇒ Know the names of wild animals including some babies</li><li>⇒ Talk about the habitats of some wild animals</li><li>⇒ Find out about animals that live in different countries/climates</li><li>⇒ Know the effects of exercise on the body e.g. <i>heart beats faster, get hotter</i></li><li>⇒ Know the different properties of material e.g. <i>wood, plastic, metal</i></li></ul>			

□ Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. □ The outdoor classroom will be used as a key feature in our science learning through the natural world. □ Trips to the farm and the zoo will be used to enhance children experiences of animals and class experiences of hatching our own chicks and caring for our own caterpillars/butterflies.

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

## Bruche Primary School- EAD: Creating with Materials & Being Imaginative and Expressive

### Design and Technology progression through EYFS

**Educational Programme:** The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

#### ELG: EAD / Creating with Materials and Being Imaginative

■ 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

Focus	Designing	Making	Evaluating	Technical Skills	Food Technology	Vocabulary- To be used daily.
<b>Nursery Skills, Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>Develop own ideas &amp; decide which materials to use to express them</li> </ul>	<ul style="list-style-type: none"> <li>Use various construction materials, e.g. <i>joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</i></li> <li>Use available resources to create props or creates imaginary ones to support play</li> </ul>	<ul style="list-style-type: none"> <li>Notice what other children &amp; adults do, mirroring what is observed, adding variations &amp; then doing it spontaneously</li> </ul>	<ul style="list-style-type: none"> <li>Develop new skills &amp; techniques</li> <li>Use tools for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the differences between materials &amp; changes they notice</li> <li>Make healthy choices</li> </ul>	<p>Like/ dislike</p> <p>Use, cut, snip, press, fold, join, fix, glue, stick, bumpy, smooth, shiny, hard, soft, rough, fruit, vegetables, healthy, unhealthy, different.</p>
<b>Learning Outcomes</b>	<b>Autumn 1</b> It's Good to be Me	<b>Autumn 2</b> Let's Explore	<b>Spring 1</b> Splashing About	<b>Spring 2</b> Growing	<b>Summer 1</b> Near and Far	<b>Summer 2</b> Chester Zoo
	<ul style="list-style-type: none"> <li>⇒ Make snips in paper using a two-handed scissor grip.</li> <li>⇒ Use glue to join pieces</li> <li>⇒ Use a range of tools- rolling pin, cutters, extruders, scissors, hole punch, Sellotape dispenser independently.</li> <li>⇒ Build a representation of own home using a mixture of materials.</li> </ul>		<ul style="list-style-type: none"> <li>⇒ Use a range of materials to join, glue, string, cotton, sellotape</li> <li>⇒ Make own designs from junk modelling materials</li> <li>⇒ Match animals to the food they produce</li> <li>⇒ Know that some food is grown from plants and trees – vegetable / fruit</li> </ul>		<ul style="list-style-type: none"> <li>⇒ Explain what healthy and unhealthy means.</li> <li>⇒ Use a range of tools- rolling pin, cutters, extruders, scissors, hole punch, Sellotape dispenser independently and with accuracy</li> <li>⇒ Use a variety of different materials to create a variety of different transport such as a boat, plane, helicopter</li> <li>⇒ Create animal habitats using a range of different materials and textures and explain their choices.</li> </ul>	

□ Children to be exposed to key vocabulary daily in provision. □ High quality resources will be provided for daily accessibility. □ Playdough/ Malleable/Art/building/small world and outdoor provisions will provide a wealth of opportunity. □ Resources will be enhanced and developed as children develop their skill set.

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

## Bruche Primary School - Expressive Arts and Design - **Creating with Materials**

### Art progression through EYFS

**Educational Programme:** The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

#### ELG – EAD: Creating with Materials

■ 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

Focus	Drawing		Painting		Texture and collage		Explore	Vocabulary
Nursery Skills, Knowledge & Understanding	<ul style="list-style-type: none"><li>Create closed shapes with continuous lines, &amp; begin to use these shapes to represent objects</li><li>Begin to use a variety of drawing tools</li><li>Draw with increasing complexity &amp; detail, such as representing a face with a circle &amp; including details</li><li>Show different emotions in drawings</li><li>Explore colour</li></ul>		<ul style="list-style-type: none"><li>Explore colour mixing</li><li>Explore different materials freely, in order to develop ideas about how to use them &amp; what to make</li><li>Join different materials &amp; explore different textures</li><li>Handling, feeling, enjoying and manipulating materials</li><li>Use variety of construction materials</li></ul>		<ul style="list-style-type: none"><li>Join different materials &amp; explore different textures</li><li>Develop own ideas &amp; decide which materials to use to express them</li></ul>		<ul style="list-style-type: none"><li>Notice what other children &amp; adults do, mirroring what is observed and extending with own ideas</li><li>Practise artist's techniques – who?</li><li>Discuss likes &amp; dislikes about artwork – which artists?</li></ul>	Line, thick, thin, wavy, straight, pencil, Finger, stick, chalk, pastel, felt tip, Mark making tools, sponges, different brushes, respond, line, colour, dough, explore, mark making, textural effects, materials, tools, control, fine motor, glue, sticking, paper, fabric, natural materials, Experiment, printing, media, understand, techniques
Learning Outcomes	Autumn 1 It's Good to be Me		Autumn 2 Let's Explore		Spring 1 Splashing About	Spring 2 Growing	Summer 1 Near and Far	Summer 2 Chester Zoo
	<ul style="list-style-type: none"><li>⇒ Begin to use a variety of drawing tools- pencils, crayons, pencil crayons, pastels, and chalk</li><li>⇒ Draw a simple representation of self</li><li>⇒ Explore and talk about what happens when you mix colours</li><li>⇒ Explore different textures</li><li>⇒ Begin to describe different textures.</li><li>⇒ Make their own home using a variety of materials such as cardboard, plastic, fabric</li></ul>				<ul style="list-style-type: none"><li>⇒ Describe changes to colours as they are mixed.</li><li>⇒ Create simple collages using a variety of texture and can explain how one texture represents an object.</li><li>⇒ Describe some different textures.</li><li>⇒ Create observation drawing of flowers using pastels</li></ul>		<ul style="list-style-type: none"><li>⇒ Select appropriate tool or technique to complete a task</li><li>⇒ Create their own zoo - by making colour and material sections for their chosen animals.</li><li>⇒ Use a range of media to demonstrate the different habitats of different animals.</li></ul>	

□ Children to be exposed to key vocabulary and quality texts within all areas of the provision. □ Children will become familiar with text structure, characters and key vocabulary through well planned continuous provision all linked to a quality key text. There will be a balance of fiction and non-fictions texts used to support learning. □ Children will have daily literacy inputs and daily phonics inputs where concepts about print and book handling skills will be modelled. □ Reading high priority across provision.

**CORE VALUES:**

**CHILDREN FIRST**

**RESILIENCE**

**PIONEERING**

## Bruche Primary School - EAD- Creating with Materials and Being Imaginative

### MUSIC progression through EYFS

**Educational Programme:** The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

#### ELG: EAD / Creating with Materials and Being Imaginative

■ Sing a range of well-known nursery rhymes & songs ■ Perform songs, rhymes, poems & stories with others, & - when appropriate – try to move in time with music

Focus	Singing		Listening	Composing		Performing		Vocabulary- To be used daily.	
Nursery Skills, Knowledge & Understanding	<ul style="list-style-type: none"><li>Remember and sing familiar rhymes and songs</li><li>Sing exploring different pitch</li></ul>		<ul style="list-style-type: none"><li>Respond to what they have heard, expressing their thoughts and feelings.</li><li>Explore &amp; learn how sounds &amp; movements can be changed e.g. <i>louder, quieter</i></li><li>Notice what other children &amp; adults do, mirror what is observed, adding variations &amp; doing it spontaneously</li></ul>	<ul style="list-style-type: none"><li>Develop an understanding of how to create &amp; use sounds intentionally</li><li>Create own songs, or improvise a song around one they know</li></ul>		<ul style="list-style-type: none"><li>Engage in domestic role play – re-enacting every day events / celebrations</li><li>Participate in role play linked to focus texts / themes</li><li>Remember &amp; sing familiar songs e.g. pop songs, rhymes</li><li>Taps out simple repeated rhythms</li><li>Create sounds to accompany stories</li><li>Play instruments with increasing control to express their feelings &amp; ideas</li></ul>		Fast/slow Loud/quiet Song/sing	
Learning Outcomes	Autumn 1 It's Good to be Me		Autumn 2 Let's Explore	Spring 1 Splashing About	Spring 2 Growing	Summer 1 Near and Far		Summer 2 Chester Zoo	
	<ul style="list-style-type: none"><li>⇒ Can sing a range of familiar nursery rhymes</li><li>⇒ Show interest in domestic role play using resources purposefully</li><li>⇒ Show interest in small world play using resources purposefully</li><li>⇒ Can sing a range of familiar nursery rhymes with actions</li><li>⇒ Engage in domestic role play, re-enacting some familiar family events</li><li>⇒ Engage in small world play, re-enacting some familiar events</li><li>⇒ Can use props as they sing (nativity)</li><li>⇒ Can move in time to music</li></ul>			<ul style="list-style-type: none"><li>⇒ Begin to play co-operatively within domestic role play and small world play, developing narrative, linked to focus texts</li><li>⇒ Can follow a steady beat with a musical instrument.</li><li>⇒ Can follow the beat using body percussions.</li><li>⇒ Can use instruments to represent parts of a story for effect.</li><li>⇒ Can sing along to songs and mirror the actions of others.</li></ul>		<ul style="list-style-type: none"><li>⇒ Can create their own rhythm in time to music.</li><li>⇒ Can use instruments to go faster and slower and can start and stop using visual signs.</li><li>⇒ Can sing along to a range or songs.</li><li>⇒ Use musical instruments to express feelings.</li><li>⇒ Engage in themed role play, linked to focus text, developing narrative</li></ul>			

□ Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key events. □ Timeline of events to be placed up on class walls so children can continually retrieve what they have learnt in the past, can explain what is happening in the present and are aware of what will happen in the future. □ Class floor books to be used to showcase a learning journey over time of significant events.

**CORE VALUES:**

**CHILDREN FIRST**

**RESILIENCE**

**PIONEERING**

## Bruche Primary School – Understanding the World

### COMPUTING progression through EYFS

**Educational Programme:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG – N/A

Focus	Electronic Communication Understanding Technologies	Text and Multimedia	Research and E-Safety	Digital images and audio	Algorithms Handling information	Vocabulary- To be used daily.
<b>Nursery Skills, Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets</li> </ul>	<ul style="list-style-type: none"> <li>Knows how to operate simple equipment, e.g. turn on CD player, uses a remote control, can navigate touch-capable technology with support</li> </ul>	<ul style="list-style-type: none"> <li>Know how to handle equipment safely</li> <li>Begin to know that they shouldn't use devices without supervision</li> </ul>	<ul style="list-style-type: none"> <li>Knows that information can be retrieved from digital devices and the internet</li> </ul>	<ul style="list-style-type: none"> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</li> </ul>	Choices, equipment, buttons, movement, screen, keyboard, count, organise
Learning Outcomes	Autumn 1 It's Good to be Me	Autumn 2 Let's Explore	Spring 1 Splashing About	Spring 2 Growing	Summer 1 Near and Far	Summer 2 Chester Zoo
	<ul style="list-style-type: none"> <li>⇒ Explore different toys in role play such as telephones, cameras, keyboards.</li> <li>⇒ Know not to touch the teacher's computer without supervision</li> <li>⇒ Can operate a simple CD player by pressing start and stop to play music</li> <li>⇒ With practitioner support explore                             <ul style="list-style-type: none"> <li>○ Tilt and Touch Table</li> <li>○ Interactive White Board</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>⇒ Understands that we can search for information on 'google' by typing in a word to find out more.</li> <li>⇒ Can use a simple I board touch programme to draw a picture by changing tools and colours using the on-screen options</li> <li>⇒ Complete simple programmes using                             <ul style="list-style-type: none"> <li>○ Tilt and Touch Table</li> <li>○ Interactive White Board</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>⇒ Can operate simple games on the iPad and know to open and end a programme.</li> <li>⇒ Can type their name on a keyboard by finding the letters of their name.</li> <li>⇒ Complete increased range of programmes using                             <ul style="list-style-type: none"> <li>○ Tilt and Touch Table</li> <li>○ Interactive White Board</li> </ul> </li> </ul>	

□ Children to be exposed to key vocabulary daily in provision. High quality resources will be provided for daily accessibility. □ Role-play areas will be a key area where a range of technologies will be used in play- telephones, microwaves, cookers, keyboards, televisions, CD player. These should be modelled.

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING