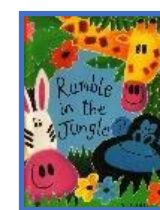
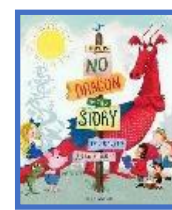
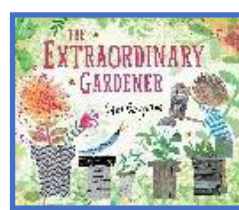
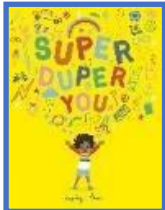




# Bruche Primary School

## Reception 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

**CORE VALUES:**

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**RESILIENCE**

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## Characteristics of Effective 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>

CORE VALUES:

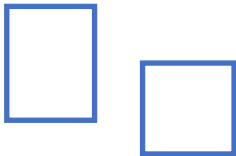
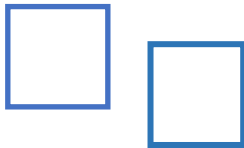
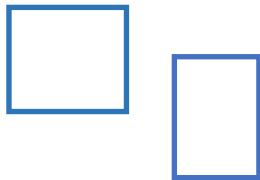
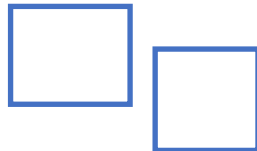


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**Age Related Expectations** \* Teaching and learning to be differentiated through short term planning, driven by assessment

*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	<b>Super Me and Super You</b>	<b>Time for Change</b>	<b>Testing the Water</b>	<b>Growing</b>	<b>Near and Far</b>	<b>Chester Zoo</b>
<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>○ Dentist</li> <li>○ School staff</li> <li>○ Photographer</li> </ul>	<ul style="list-style-type: none"> <li>○ School Site Manager</li> <li>○ Shop keeper</li> <li>○ Baker</li> <li>○ Park Keeper</li> </ul>	<ul style="list-style-type: none"> <li>○ Fisherman</li> </ul>	<ul style="list-style-type: none"> <li>○ Tree Surgeon</li> <li>○ Bee Keeper</li> </ul>	<ul style="list-style-type: none"> <li>○ Emergency Services</li> <li>○ Pilot</li> <li>○ Astronaut</li> </ul>	<ul style="list-style-type: none"> <li>○ Zoo Keepers</li> <li>○ Park Rangers</li> </ul>

<b>Linked texts</b>  <i>Non-fiction</i>  <i>Traditional Tales</i>  <i>Diversity</i>	<ul style="list-style-type: none"> <li>o The Friendship Bench</li> <li>o Mr Big</li> <li>o You Must Bring a Hat</li> <li>o Our Class is a Family</li> <li>o Family and Me!</li> <li>o Different Families</li> <li>o Colour Monster Goes to School</li> <li>o Ruby's Worries</li> <li>o Bad Tempered Ladybird</li> <li>o Funny Bones</li> <li>o The Same but Different Too</li> <li>o Amazing</li> <li>o The Elves and the Shoemaker</li> </ul>	<ul style="list-style-type: none"> <li>o Percy the Park Keeper stories</li> <li>o Don't Hog the Hedge Tree</li> <li>o Leafman</li> <li>o Owls in the Night – Catherine Baker</li> <li>o Nests – Elspeth Graham</li> <li>o Pumpkin Soup</li> <li>o Worried</li> <li>o The Squirrels Who Squabbled</li> </ul>	<ul style="list-style-type: none"> <li>o Someone Swallowed Stanley</li> <li>o Lighthouse Keepers Lunch</li> <li>o The Weather Report – Alison Hawes</li> <li>o The Snail and the Whale</li> <li>o Lost and Found</li> <li>o The Ugly Duckling</li> </ul>	<ul style="list-style-type: none"> <li>o Bean</li> <li>o Hungry Caterpillar</li> <li>o Things with Wings</li> <li>o The Cautious Caterpillar</li> <li>o Good Things on the Farm – Catherine Baker</li> <li>o The Enormous Turnip</li> <li>o Jack and the Beanstalk</li> </ul>	<ul style="list-style-type: none"> <li>o Emma's Jane Aeroplane</li> <li>o Air Miles – John Burningham</li> <li>o Solar System</li> <li>o Supertato</li> <li>o The Three Billy Goats Gruff</li> </ul>	<ul style="list-style-type: none"> <li>o Dear Zoo</li> <li>o Animals and Us</li> <li>o The Tiger Who Came to Tea</li> <li>o The Blue Chameleon</li> <li>o Little Red and the Very Hungry Lion</li> </ul>
<b>Linked rhymes</b>	<ul style="list-style-type: none"> <li>o Happy Birthday</li> <li>o I Look in the Mirror</li> <li>o Finger Family Song</li> <li>o Families are all Different</li> <li>o The Colour Song</li> <li>o Oh, Rainbow</li> <li>o Happy Birthday in different language to represent cohort</li> <li>o Harvest songs</li> </ul>	<ul style="list-style-type: none"> <li>o Who Shall Help the Little Red Hen</li> <li>o Farmer Plants the Seeds</li> <li>o It is Autumn</li> <li>o Ten Little Leaves</li> <li>o The Little Pumpkins</li> <li>o Diwali songs</li> <li>o Hannukah songs</li> <li>o Christmas songs</li> </ul>	<ul style="list-style-type: none"> <li>o Whale Song</li> <li>o The White Whale</li> <li>o Winter Animals</li> <li>o Snowball</li> <li>o Waiting for Snow</li> <li>o Ten Little Fish</li> <li>o Chinese New Year</li> </ul>	<ul style="list-style-type: none"> <li>o Ten Little Flowers</li> <li>o The Seed Song</li> <li>o Grow a Plant Song</li> <li>o Here is the Beehive</li> <li>o The Very Hungry Caterpillar</li> <li>o The Minibeasts Came in 2 by 2</li> <li>o The Minibeast Feast</li> <li>o Easter songs</li> <li>o Holi songs</li> <li>o Eid al-Fitr songs</li> </ul>	<ul style="list-style-type: none"> <li>o Can you See the Dragon</li> <li>o Superhero, Superhero</li> <li>o Superhero Pledge</li> <li>o If I was a Superhero</li> <li>o Many Ways to Travel</li> <li>o Ten Little Cars</li> <li>o The Transportation Song</li> </ul>	<ul style="list-style-type: none"> <li>o The Jungle Song</li> <li>o African Animals</li> <li>o The noisy animals in the jungle song</li> </ul>
<h1>Paddington Bear Project</h1>						

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<b>Trips/Visitors/First Hand Experiences</b>  <b>Enrichments</b>	<ul style="list-style-type: none"> <li>○ Dentist</li> <li>○ Pet visit</li> <li>○ Parent / grandparent visit talking about different occupations</li> <li>○ Photographer</li> </ul>	<ul style="list-style-type: none"> <li>○ Autumn trip to Kenyon Hall Farm</li> <li>○ Pantomime</li> <li>○ Church</li> </ul>	<ul style="list-style-type: none"> <li>○ Winter walk to the school forest</li> <li>○ Scientist</li> </ul>	<ul style="list-style-type: none"> <li>○ Visit the ducks in nursery</li> <li>○ Caterpillars</li> </ul>	<ul style="list-style-type: none"> <li>○ Summer walk</li> <li>○ Chester Zoo</li> </ul>	<ul style="list-style-type: none"> <li>○ Y1 visitors – Q &amp; A time</li> <li>○ Transition visits to Year One</li> </ul>
<b>Celebrations / Festivals / Special Events</b>	<ul style="list-style-type: none"> <li>○ Birthdays</li> <li>○ Star of the Week</li> </ul>	<ul style="list-style-type: none"> <li>○ Birthdays</li> <li>○ Spanish Superstar</li> <li>○ Harvest Festival</li> <li>○ Diwali / Hannukah</li> <li>○ Christmas</li> <li>○ Bonfire Night</li> </ul>	<ul style="list-style-type: none"> <li>○ Birthdays</li> <li>○ Star of the Week</li> <li>○ 'Egg'cellent learners</li> <li>○ Spanish Superstar</li> <li>○ End of half term reading raffle</li> <li>○ New Year</li> </ul>	<ul style="list-style-type: none"> <li>○ Birthdays</li> <li>○ Easter</li> <li>○ Eid al-Fitr</li> <li>○ Star of the Week</li> <li>○ 'Egg'cellent learners</li> <li>○ Spanish Superstar</li> <li>○ End of half term reading raffle</li> </ul>	<ul style="list-style-type: none"> <li>○ Birthdays</li> <li>○ Star/Superhero of the Week</li> <li>○ 'Egg'cellent learners</li> <li>○ Spanish Superstar</li> <li>○ End of half term reading raffle</li> </ul>	<ul style="list-style-type: none"> <li>○ Birthdays</li> <li>○ Star of the Week</li> <li>○ 'Egg'cellent learners</li> <li>○ Spanish Superstar</li> <li>○ End of half term reading raffle</li> </ul>

**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, storytelling 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.

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
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**Learning Priorities: Linked to Development Matters 2021**

<b>Listening, Attention and Understanding</b> <ul style="list-style-type: none"> <li>▪ <i>Understand a question or instruction that has two parts</i> <ul style="list-style-type: none"> <li>⇒ Linked to: □ Daily routines □ Activities – AL and CI</li> </ul> </li> <li>▪ Understand how to listen carefully and why listening is important           <ul style="list-style-type: none"> <li>⇒ One-to-one / small groups / whole class</li> </ul> </li> <li>▪ Learn new vocabulary           <ul style="list-style-type: none"> <li>⇒ Linked to: □ daily routine □ themes □ key knowledge</li> </ul> </li> <li>▪ Listen carefully to rhymes and songs and <b>begin to</b> pay attention to how they sound           <ul style="list-style-type: none"> <li>⇒ Learn rhymes, songs &amp; poems</li> <li>⇒ Anticipate words, begin to adapt phrases (<i>with support</i>)</li> </ul> </li> <li>▪ Listen to stories and <b>begin to</b> be active participants           <ul style="list-style-type: none"> <li>⇒ □ Join in with repeated refrains □ Fill in rhyming words □ Answer a range of questions with relevant comments □ Ask questions to develop understanding □ Talk about likes /</li> </ul> </li> </ul>	<b>Listening, Attention and Understanding</b> <ul style="list-style-type: none"> <li>▪ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers           <ul style="list-style-type: none"> <li>⇒ Listen to others and join in conversation, turn taking</li> </ul> </li> <li>▪ Listen carefully to and learn rhymes, poems and songs</li> <li>▪ Listen to and talk about stories to build familiarity and understanding           <ul style="list-style-type: none"> <li>⇒ Engage in conversation about main characters / events</li> <li>⇒ Link story events to own experiences / other texts</li> <li>⇒ Discuss feelings and actions of main characters</li> </ul> </li> <li>▪ <b>Begin to</b> listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary           <ul style="list-style-type: none"> <li>⇒ Books linked to key themes</li> <li>⇒ Begin to name book parts / content – <i>front / back cover, contents page / fact / real</i></li> </ul> </li> <li>▪ <b>Begin to</b> understand humour e.g., <i>nonsense rhymes / jokes</i></li> </ul>	<b>Listening, Attention and Understanding</b> <ul style="list-style-type: none"> <li>▪ 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: □ fiction texts □ non-fiction texts           <ul style="list-style-type: none"> <li>⇒ Engage in Talk for Writing activities } fiction</li> <li>⇒ Engage in Book Talk activities } non-fiction</li> </ul> </li> <li>▪ Make comments about what they have heard and ask questions to clarify their understanding           <ul style="list-style-type: none"> <li>⇒ Use a range of question starters and use full sentences</li> </ul> </li> <li>▪ Hold conversation when engaged in back-and-forth exchanges with teacher and peers           <ul style="list-style-type: none"> <li>⇒ Showing awareness of the listener – (i) turn taking (ii) depth of information required</li> </ul> </li> <li>▪ Understand humour more readily e.g., <i>nonsense rhymes/jokes</i></li> </ul>
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<p>dislikes □ Discuss characters, events, setting ... <i>character, happened</i></p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Use new vocabulary throughout the day within a range of contexts / develop use of social phrases</li> <li><b>Begin to</b> ask questions to find out more and develop understanding</li> <li><b>Begin to</b> articulate their ideas and thoughts in well-formed sentence <ul style="list-style-type: none"> <li>Express □ Ideas to practitioners / friends □ Within book talk</li> </ul> </li> <li><b>Begin to</b> connect one idea or action to another using a range of connectives... <i>because, although, but...</i></li> <li><b>Begin to</b> describe events in some detail, showing awareness of the listener</li> <li><b>Begin to</b> retell a simple story using some story language</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Use new vocabulary in different contexts with increasing confidence / use a range of social phrases with dev confidence</li> <li>Answer and ask questions to develop understanding <ul style="list-style-type: none"> <li>⇒ <i>Who? What? Where? When? Why?</i></li> </ul> </li> <li>Articulate ideas &amp; thoughts in well-formed sentences <ul style="list-style-type: none"> <li>⇒ Using new vocabulary and correct tenses</li> </ul> </li> <li>Connect one idea or action to another using a range of connectives ... <i>because, although, but, also, first, next, after ...</i></li> <li>Describe events in some detail <ul style="list-style-type: none"> <li>⇒ Use sequencing vocabulary – <i>first, next, after ...</i></li> </ul> </li> <li>Use talk to help work out problems, organise thinking &amp; activities explain how things work/why things happen <ul style="list-style-type: none"> <li>⇒ Introduction of some problem-solving words – <i>I think ... We could ...</i></li> </ul> </li> <li>Retell a simple story using story language / own words</li> </ul>	<p>⇒ <b>Begin to</b> discuss likes / dislikes / reasons</p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering own ideas, using recently introduced vocabulary <ul style="list-style-type: none"> <li>⇒ Speak with confidence using: □ full sentences □ range of connectives □ tenses</li> </ul> </li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate <ul style="list-style-type: none"> <li>⇒ Active prior knowledge to speak with confidence and articulate ideas / thoughts</li> </ul> </li> <li>Express ideas and feelings about experiences <ul style="list-style-type: none"> <li>⇒ Listen to others</li> <li>⇒ Participate in purposeful conversation</li> </ul> </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	
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"><li>Know &amp; talk about the different factors that support their overall health &amp; well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian</li><li>Can describe own competencies, what they can do well &amp; are getting better at, describing themselves in positive but realistic terms</li><li>Proactive in seeking adult support and able to articulate their wants and needs</li></ul>		<ul style="list-style-type: none"><li>Develop particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking</li><li>Increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</li><li>More able to manage their feelings and tolerate situations in which their wishes cannot be met</li><li>Know that other children do not always enjoy the same things, and is sensitive to this, accepting difference of opinion</li></ul>		<ul style="list-style-type: none"><li>Further develop the skills they need to manage the school day successfully: lining up &amp; queuing, mealtimes, personal hygiene</li><li>Recognise that they belong to different communities &amp; social groups &amp; communicate freely about own home &amp; community</li><li>Attempt to repair a relationship or situation where they have caused upset and understands how their actions impact other people</li></ul>	ALL nursery vocabulary AND... Good touch Bad Touch Private Secret Real Fake Feelings Responsibility	
Learning Outcomes	Autumn 1 Super Me & Super You	Autumn 2 Time for Change	Spring 1 Testing the Water	Spring 2 Growing	Summer 1 Near and Far	Summer 2 Chester Zoo	
	<div>⇒ Able to explore the classroom with interest and engage in sustained learning</div> <div>⇒ Develop friendships with new children</div> <div>⇒ Form positive attachments to staff and children</div> <div>⇒ Understand that people have different beliefs than them and accept difference.</div> <div>⇒ Engage in a range of physical activity.</div>		<div>⇒ Can resolve minor conflicts in friendship groups</div> <div>⇒ Can manage own feelings and know who to go to for support.</div> <div>⇒ Understand and follow the routines of the school day</div> <div>⇒ Can talk about different food groups and which foods are good for our health and teeth.</div> <div>⇒ Can talk about how to stay safe on the road when crossing, at a train station and when near water- Transport.</div> <div>⇒ Knows who to go to if lost- Knowing who is a stranger.</div>		<div>⇒ Can talk in detail about the school behavioural expectations in class and around the school</div> <div>⇒ Can talk about how others may feel who are less privileged than we are- linking for other countries.</div> <div>⇒ Understand that parts of their body need to be kept private.</div>		
Health and Well Being			Relationships		Living in the Wider World		

□ 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 timetables and behavioural expectations of the day. □ Classrooms will provide quiet areas within their provision. □ 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.
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"><li>Revise &amp; refine fundamental movements, making changes to body shape, position &amp; pace of movement such as slithering, shuffling, rolling, skipping, hopping &amp; sliding</li><li>Combine different movements with ease &amp; fluency</li><li>Develop overall body strength, coordination, balance &amp; agility</li></ul>	<ul style="list-style-type: none"><li>Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles</li><li>Develop &amp; refine a range of ball skills including throwing, catching, kicking, batting &amp; aiming Develop confidence, competence, precision &amp; accuracy with activities that involve a ball Develop overall body strength, coordination, balance &amp; agility e.g., wheelbarrows, balance bikes &amp; pedal bikes</li></ul>	<ul style="list-style-type: none"><li>Initiates new combinations of movements &amp; gestures to express &amp; respond to feelings, ideas &amp; experiences</li><li>Watch &amp; talk about dance &amp; performance art, expressing their feelings &amp; responses</li><li>Explore &amp; engage in dance, performing solo or in groups</li></ul>	<ul style="list-style-type: none"><li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li><li>Suggested tools are pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li><li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li></ul>	<ul style="list-style-type: none"><li>Can manage their own personal hygiene</li><li>know and talk about the different factors that support their overall health and wellbeing Can describe the importance of physical activity, healthy eating, toothbrushing, good sleep routines and</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
Learning Outcomes	Autumn 1 Super Me & Super You	Autumn 2 Time for Change	Spring 1 Testing the Water	Spring 2 Growing	Summer 1 Near and Far	Summer 2 Chester Zoo
	<div>⇒ Climb on large and small equipment</div> <div>⇒ Balance on a bench, strip of wood or beam</div> <div>⇒ Adjust speed to avoid obstacles</div> <div>⇒ Find a space</div> <div>⇒ Manage my own personal hygiene such as washing my hands and brushing my teeth.</div> <div>⇒ Use a variety of mark making tools with control.</div>		<div>⇒ Travel across balancing equipment using different body parts.</div> <div>⇒ Give my opinion about a movement or actions and explain what is good and what can be improved.</div> <div>⇒ Talk about the importance or exercise and sleep</div> <div>⇒ Throw and catch a ball with accuracy</div> <div>⇒ Hold my pencil with a dominant hand and write recognisable letters for all set one sounds.</div>		<div>⇒ Ride a balance bike effectively and with control</div> <div>⇒ Explain a healthy diet and different food combinations</div> <div>⇒ Write with a clear tripod grip and create accurately formed letters ready for joining.</div> <div>⇒ Demonstrate skills and techniques to the rest of my class.</div> <div>⇒ Move in time to music and change my movements in response to what I hear.</div>	
Games			Dance		Self-Evaluation	
<div>□ Children in reception have lots of opportunities to reinforce their developing physical skills through the provision provided both indoors and out. □ In addition to this they have a weekly PE session in the main school hall which cover, fundamental movement skills, dance, games and gymnastics apparatus work throughout the year. □ Reception children also transition through to having a PE session with our school sports coach in the spring and summer term in preparation for the Year 1 school year.</div>						

**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>Reception Skills, Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li> <li>Read some letter groups that each represent one sound &amp; say sounds for them</li> <li>Read simple phrases &amp; sentences made up of words with known letter-sound correspondences &amp; a few exception words</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys an increasing range of print &amp; digital books, both fiction and non-fiction</li> <li>Knows that information can be retrieved from books, computers &amp; mobile digital devices</li> </ul>	<ul style="list-style-type: none"> <li>Describes main story settings, events &amp; principal characters in increasing detail</li> </ul>	<ul style="list-style-type: none"> <li>Re-enacts and reinvents stories / poems they have heard in their play</li> <li>Beginning to understand humour, e.g., nonsense rhymes</li> <li>Uses combinations of art forms, e.g., moving and singing, making and dramatic play</li> </ul>	<ul style="list-style-type: none"> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> </ul>	<ul style="list-style-type: none"> <li>Engages with books &amp; other reading materials at an increasingly deeper level, &amp; their knowledge of language structure, subject knowledge &amp; illustrations to interpret the text</li> <li>Uses talk to organise, sequence &amp; clarify thinking, ideas, feelings and events</li> <li>Give explanation of why events happened in a story</li> </ul>	<ul style="list-style-type: none"> <li>Understands a range of complex sentence structures including negatives, plurals and tense markers</li> </ul>	<ul style="list-style-type: none"> <li>Is able to recall &amp; discuss stories or information that has been read to them, or they have read themselves</li> <li>Listens &amp; responds to ideas expressed by others in conversation or discussion</li> <li>Understands questions such as who; why; when; where and how</li> <li>Links statements &amp; sticks to a main theme or intention</li> </ul>
<b>Learning Outcomes</b>	<b>Autumn 1</b> Super Me & Super You		<b>Autumn 2</b> Time for Change		<b>Spring 1</b> Testing the Water	<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>⇒ To be able to read all the set 1 and set 2 sounds from RWInc</li> <li>⇒ Can read CVC words that match their phonetic ability</li> <li>⇒ Can read a range of HF words matched to phonic ability</li> <li>⇒ Can describe a setting and a character within a story.</li> <li>⇒ Can re-enact a story using puppets to take on the role.</li> <li>⇒ Can give their opinion on a story and make a prediction about what might happen next.</li> </ul>		<ul style="list-style-type: none"> <li>⇒ Can find the correct page in a book by following the contents page.</li> <li>⇒ Understands the difference between fiction and non-fiction text.</li> <li>⇒ Can read simple sentences</li> <li>⇒ Can match captions to pictures.</li> <li>⇒ Can read an increasing range of HF words</li> <li>⇒ Can sequence a story into beginning, middle and end.</li> </ul>		<ul style="list-style-type: none"> <li>⇒ Can read a range of nonsense words, matched to phonic sounds.</li> <li>⇒ Are secure up to set 3 of RWInc sounds.</li> <li>⇒ Can read aloud simple sentences by decoding phonetically regular words and sight ready HF words.</li> <li>⇒ Can answer 'who', 'why', 'where' and 'what' questions based on a key text.</li> <li>⇒ Can explain the differences between two different stories.</li> <li>⇒ Can explain the meaning of new vocabulary in the context in which it was read.</li> </ul>			

#### Word Reading

#### Comprehension

□ 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-fiction 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 will take high priority across provision.

**CORE VALUES:**

**CHILDREN FIRST**

**RESILIENCE**

**PIONEERING**

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**PIONEERING**

## Bruche Primary School – Literacy Writing

### English with links Communication & Language, Physical Development (Fine Motors Skills) & Expressive Arts & Design

**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)		
Reception Skills, Knowledge & Understanding	<p><b>See Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>Break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together and then begin to apply this in their writing</li> </ul>	<ul style="list-style-type: none"> <li>Create texts to communicate meaning for an increasingly wide range of purposes such as greetings cards, tickets, lists, invitations, create own stories and books with images and sometimes words (in print and digital format)</li> <li>Re-read what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>Write recognisable letters- most of which are correctly formed</li> <li>Apply their developing phonic knowledge to write simple sentences</li> <li>Write captions that include the sounds heard at the beginning of familiar words</li> <li>Write short sentences with words with known sound-letter correspondence using a capital letter and a full stop</li> </ul>	<p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Can use simple tools to effect change on materials</li> <li>Handle tools/objects, construction and malleable materials safely and with increasing control and intention</li> <li>Give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch screen technology</li> <li>Show a preference for a dominant hand</li> <li>Use an effective hold/grip</li> </ul>	<p><b>Concepts about Print</b></p> <ul style="list-style-type: none"> <li>Form recognisable letters independently and write these in sequence, such as in own name and other familiar words</li> <li>Create texts to communicate meaning for an increasingly wide range of purposes such as greetings cards, tickets, lists, invitations, create own stories and books with images and sometimes words (in print and digital format)</li> <li>Form lower case and capital letters properly</li> </ul>	<p><b>Phonics / Spelling</b></p> <ul style="list-style-type: none"> <li>Spell words by identifying the sounds and then writing the sound with letter(s)</li> <li>Begin to write simple sentences</li> </ul>
Learning Outcomes	<p><b>Autumn 1</b> Super Me &amp; Super You</p> <ul style="list-style-type: none"> <li>⇒ Can orally retell a story and sequence illustrations</li> <li>⇒ Can write CVC words that match their phonetic ability and apply this in their play, labelling for example</li> <li>⇒ Can use correct letter formation for lower case letters</li> <li>⇒ Can write a label/ list/ speech bubble using phonic sounds</li> </ul>	<p><b>Autumn 2</b> Time for Change</p>	<p><b>Spring 1</b> Testing the Water</p> <ul style="list-style-type: none"> <li>⇒ Can write and apply captions/speech bubbles using a few decodable/high frequency words</li> <li>⇒ Begin to develop independent writing further to include (orally rehearsed) simple sentences.</li> <li>⇒ Can form upper case letter</li> </ul>	<p><b>Spring 2</b> Growing</p>	<p><b>Summer 1</b> Near and Far</p> <ul style="list-style-type: none"> <li>⇒ Write simple sentences and phrases that can be read by others.</li> <li>⇒ Rewrite a story in simple sentences</li> <li>⇒ Present facts via simple sentences</li> <li>⇒ Progress towards 2 independent writes per week</li> <li>⇒ Apply capital letters, finger spaces and full stops.</li> <li>⇒ Introduced to using additional punctuation, question marks.</li> </ul>	<p><b>Summer 2</b> Chester Zoo</p>

#### Transcription

#### Composition

□ Through experience of adult modelled writing (planned and spontaneous) for a wide range of purposes throughout indoor and outdoor provision, children will be encouraged to label, record and write independently. □ Carefully considered resources to support writing opportunities will be available throughout provision. □ Seeing authorship and spelling in action will enable children to confidently apply and develop their own handwriting skill and phonetic knowledge. □ Writing and writing opportunities will take high priority across provision.

**CORE VALUES:**

**CHILDREN FIRST**

**RESILIENCE**

**PIONEERING**

# 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>Reception Skills, Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0</li> <li>Counts out up to 10 objects from a larger group</li> </ul>	<ul style="list-style-type: none"> <li>Engages in subitising numbers to five</li> <li>Increasingly confident at putting numerals in order 0 to 10 (ordinality)</li> <li>Matches the numeral with a group of items to show how many there are (up to 10)</li> </ul>	<ul style="list-style-type: none"> <li>Uses number names and numerals when comparing numbers, showing interest in large numbers</li> <li>Estimates numbers of things, showing understanding of relative size</li> </ul>	<ul style="list-style-type: none"> <li>Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and + or -</li> <li>Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects</li> </ul>	<ul style="list-style-type: none"> <li>In practical activities, adds one and subtracts one with numbers to 10</li> <li>Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g., sees six raisins on a plate as three and three</li> </ul>	<ul style="list-style-type: none"> <li>Spots patterns in the environment, beginning to identify the pattern "rule"</li> <li>Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat</li> </ul>
<b>Learning Outcomes</b>	<b>Autumn 1</b> Super Me & Super You	<b>Autumn 2</b> Time for Change	<b>Spring 1</b> Testing the Water	<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 accurately count up to 10 objects/ actions and sounds applying stable order principle and cardinality</li> <li>⇒ Counts out a set of objects from a larger group.</li> <li>⇒ Subitises sets of objects 1-5 (perceptual subitising)</li> <li>⇒ Recognises numerals 1-10 and labels sets</li> <li>⇒ Orders numerals 1-10</li> <li>⇒ Can use the words more/fewer/most/fewest to compare small groups of objects</li> <li>⇒ Can use the words more/less to compare numbers</li> <li>⇒ Can find 1 more than a number using sets of objects on tens frames and number tracks up to 10</li> <li>⇒ Notices numbers within numbers (conceptual subitising)</li> <li>⇒ Partitions numbers 1-5 and recombines</li> <li>⇒ AB /ABC Patterns – continue, copy, correct errors, identify pattern 'rule'</li> </ul>		<ul style="list-style-type: none"> <li>⇒ Can count backwards from 10 to 1</li> <li>⇒ Order numerals from 10 -1</li> <li>⇒ Can find 1 less than a number using sets of objects on tens frames and number tracks up to 10</li> <li>⇒ Use staircase patterns to develop mental number line to just say the number that is 1 more/less than 1-10</li> <li>⇒ Begin to use systematic approach to partition numbers from 2-5</li> <li>⇒ Recall number bonds for numbers 2-5</li> <li>⇒ Partitions numbers 6-10 in different ways</li> <li>⇒ More complex patterns e.g. ABB, ABBC – continue, identify rule, generalise pattern and transfer to another format</li> </ul>		<ul style="list-style-type: none"> <li>⇒ Can count beyond 10 noticing pattern in ones</li> <li>⇒ Count beyond 20 and begin to notice pattern in tens to support oral counting across boundaries when counting 19/20, 29/30</li> <li>⇒ Begin to use systematic approach to partition 10 items</li> <li>⇒ Recall some number bonds to 10</li> <li>⇒ Explore mathematical problems through number stories – link to assessing number bonds</li> <li>⇒ Can recall double facts</li> <li>⇒ Investigate doubles using symmetry/reflections</li> <li>⇒ Investigate sharing fairly making links to doubles and partitioning of different numbers</li> <li>⇒ Investigate odd and even number patterns</li> <li>⇒ Share between more than two/partitioning into more than two parts</li> </ul>	
<b>Number- Number and place value</b>		<b>Number- Addition and subtraction</b>		<b>Number- Multiplication and division</b>		<b>Fractions</b>

□ 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.

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

## 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 – N/A** \* See Number & Numerical Pattern links

Focus	Spatial Awareness		Shape		Measures	
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"><li>Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints</li><li>Investigates turning and flipping objects to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)</li><li>May enjoy making simple maps of familiar and imaginative environments, with landmarks</li></ul>		<ul style="list-style-type: none"><li>Uses informal language and analogies, (e.g., heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes</li><li>Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes</li><li>Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build</li></ul>		<ul style="list-style-type: none"><li>Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy</li><li>Becomes familiar with measuring tools in everyday experiences and play</li><li>Is increasingly able to order and sequence events using everyday language related to time</li><li>Beginning to experience measuring time with timers and calendars</li></ul>	
Learning Outcomes	Autumn 1 Super Me & Super You	Autumn 2 Time for Change	Spring 1 Testing the Water	Spring 2 Growing	Summer 1 Near and Far	Summer 2 Chester Zoo
	<ul style="list-style-type: none"><li>⇒ Use regular and irregular 2D shapes to make own pictures and patterns.</li><li>⇒ Combine shapes( flipping and rotating if needed) to compete a given outline or to create another shape</li><li>⇒ Use informal language as well as some mathematical terms to describe/distinguish between 2D shapes.</li><li>⇒ Use direct comparison to compare the height of 2 objects and use comparative terms taller than shorter than</li><li>⇒ Order 3 items by height and use comparative terms tallest and shortest</li><li>⇒ Sequence events using the language related to time as part of morning routine</li><li>⇒ Recognise the days of the week as part of the morning routine</li></ul>		<ul style="list-style-type: none"><li>⇒ Use ordinal number to describe position in a line (first, second, third, last)</li><li>⇒ Use language of position (e.g. in front, behind, in between, next to, on, in, under)</li><li>⇒ Use language of direction (e.g. forwards, backwards, up down, across, through, over) to describe routes and give directions</li><li>⇒ Use direct comparison to compare the length and mass of 2 objects and use comparative terms longer than/shorter than, heavier than/lighter than</li><li>⇒ Order 3 items by length or mass and use comparative terms longest/shortest, heaviest/lightest</li></ul>		<ul style="list-style-type: none"><li>⇒ Combine 3D shapes to make increasingly complex structures with three dimensions that include arches, enclosures and steps</li><li>⇒ Explore shapes that will roll and slide using language such as curved/flat to describe characteristics</li><li>⇒ Use informal language as well as some mathematical terms to describe/distinguish between 3D shapes.</li><li>⇒ Notice relationships between 3D and 2D shapes e.g. faces on 3D shapes can print 2D shapes</li><li>⇒ Begin to measure time using electronic countdown apps and sand timers as visual support</li><li>⇒ Sequence steps in a familiar process e.g washing hands.</li><li>⇒ Use direct comparison to compare the capacity of 2 vessels and use comparative terms holds more than/holds less than</li><li>⇒ Use language related to volume contained within a single vessel – full, empty, half full</li></ul>	
Measurement			Geometry		Geometry- Position and direction	
<div>□ 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.</div>						

**CORE VALUES:**

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## 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	
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"><li>▪ Use talk to organise, sequence and clarify thinking and events</li><li>▪ Compare &amp; contrast characters from stories, including figures from the past</li><li>▪ Comment on images of familiar situations in the past</li></ul>		<ul style="list-style-type: none"><li>▪ Ask questions to find out more &amp; to check understanding of what has been said</li><li>▪ Understands questions such as who, why, when, where &amp; how</li><li>▪ Understands a range of complex sentence structures including tense markers</li><li>▪ Engage in non-fiction books</li></ul>	<ul style="list-style-type: none"><li>▪ Articulate ideas &amp; thoughts in well-formed sentences</li><li>▪ Ask questions to find out more &amp; to check understanding of what has been said</li></ul>	<ul style="list-style-type: none"><li>▪ Use talk to organise, sequence &amp; clarify thinking, ideas, feelings &amp; events</li></ul>	<ul style="list-style-type: none"><li>▪ Understand and use vocabulary: yesterday, last week, at the weekend, this morning, last night</li><li>▪ Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why?</li><li>▪ Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain</li></ul>	
Learning Outcomes	Autumn 1 Super Me & Super You	Autumn 2 Time for Change	Spring 1 Testing the Water	Spring 2 Growing	Summer 1 Near and Far	Summer 2 Chester Zoo	
	⇒ Describe special events that have happened in own life	⇒ Explain why we remember the Soldiers on Remembrance Day.	⇒ Describe a variety of fairy tale characters and the role they play and compare to fictional characters and real-life people today.	⇒ Can make predictions about what might happen next.	⇒ Can identify old and new homes and explain their features.	⇒ To look at how Chester Zoo has developed over the years. What has changed? What has stayed the same?	
	⇒ Describe special family members and explain why they are special	⇒ Describe who 'Guy Faulks' was and what he did.	⇒ Compare a range of homes describing similarities and differences.	⇒ Use non-fiction text to retrieve information.	⇒ Explore tools used for building and compare to today.	⇒ Who was George Mottershead and why was he important?	
	⇒ Describe what is the same and what is different.	⇒ Compare different celebrations and relate to family life.	⇒ Compare the first moon landing- Neil Armstrong and Astronaut Tim Peak	⇒ Use sources to find information.	⇒ Can explain how a refugee would feel using our knowledge of homes.		
	⇒ What is special about my home.	⇒ Retell the Christmas story and how this has influenced us today.			⇒ Talk about memories in the past, black and white photographs and compare to today.		
		⇒ Compare old and new toys.			⇒		
Significant person		Significant event		Significant places		Changes within living memory	
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			
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"><li>Compare &amp; contrast characters from stories, including figures from the past</li><li>Talks about past &amp; present events in their own life &amp; in the lives of family members</li></ul>		<ul style="list-style-type: none"><li>Know about similarities &amp; differences between themselves &amp; others, &amp; among families, cultures &amp; traditions</li><li>Knows that other children do not always enjoy the same things, &amp; is sensitive to this</li></ul>		<ul style="list-style-type: none"><li>Understand that some places are special to members of their community</li></ul>		<ul style="list-style-type: none"><li>Talk about members of their immediate family &amp; community</li><li>Enjoys joining in with family customs &amp; routines</li></ul>		Celebration, Special, Family, Religion, trust, brave, strong, weak, care, sorry, unique, bells, spire, steeple, mosque, church, respect,			
Learning Outcomes	Autumn 1 Super Me & Super You		Autumn 2 Time for Change		Spring 1 Testing the Water		Spring 2 Growing		Summer 1 Near and Far		Summer 2 Chester Zoo	
	<ul style="list-style-type: none"><li>⇒ Describe special and significant events in their own lives such as a birthday or trip to the cinema.</li><li>⇒ Explain what is the same and what is different between themselves and their friends when describing features e.g., skin colour, hair colour, features, language they speak.</li></ul>		<ul style="list-style-type: none"><li>⇒ Recall the story of Christmas and explain why it is a special event linking to the birth of Jesus.</li><li>⇒ Talk about the festival of Diwali and understand that that is celebrated by different religious beliefs.</li><li>⇒ Name a church and explain their own experiences</li><li>⇒ Name a mandir and explain that Hindu's worship here.</li></ul>		<ul style="list-style-type: none"><li>⇒ Can talk about special spaces they have travelled to with members of the family.</li></ul>		<ul style="list-style-type: none"><li>⇒ Name the celebration of Eid and what it means</li><li>⇒ Name three festivals of Christmas, Diwali and Eid and can talk about their similarities and differences.</li></ul>		<ul style="list-style-type: none"><li>⇒ Look at different ways of living for different groups of people and can spot similarities and differences between those and their own lives e.g. homelessness, refugees, explorers,</li></ul>		<ul style="list-style-type: none"><li>⇒ Children can name some ways people look after the natural world e.g., recycling,</li></ul>	
Christianity- Church		Christianity -God		Christianity -Jesus		Hindu- Dharma		Islam		Judaism		
<ul style="list-style-type: none"><li>□ Children to be exposed to key vocabulary daily in provision.</li><li>□ High quality text to be chosen for story times that allow for questioning opportunities relating to key celebrations at different times of the year.</li><li>□ Timeline of events to be placed up on class walls so children can continually see significant events that have taken place throughout the year.</li><li>□ Class floor books to be used to showcase a learning journey over time of significant events.</li></ul>												

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
<b>Reception Skills, Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"><li>Observe, find out about and identify features in the place they live and in the natural world.</li><li>Find out about their environment and talk about those features they like/dislike.</li><li>Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.</li><li>Recognise some environments that are different to the one in which they live</li></ul>		<ul style="list-style-type: none"><li>Observe and identify features in the place they live and the natural world.</li><li>Talk about features.</li><li>Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.</li><li>Recognise some similarities &amp; differences between life in this country &amp; life in other countries</li></ul>	<ul style="list-style-type: none"><li>Explore their local environment and talk about the changes they see.</li><li>Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.</li><li>Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions</li><li>Understand the effect of changing seasons on the natural world around them</li></ul>		<ul style="list-style-type: none"><li>Examine change over time.</li><li>Describe some actions which people in their own community do that help to maintain the area they live in.</li><li>Draw information from a simple map</li><li>Interpret range of sources of geographical information, including maps, globes, photographs</li></ul>	<ul style="list-style-type: none"><li>All Language listed in Nursery AND</li><li>Use appropriate words, e.g., 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children</li><li>Encourage the use of words that help children to express opinions, e.g., 'busy', 'quiet' and 'pollution' make distinctions in their observations.</li><li>Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?" ..</li></ul>
<b>Learning Outcomes</b>	<b>Autumn 1</b> Super Me & Super You	<b>Autumn 2</b> Time for Change	<b>Spring 1</b> Testing the Water	<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>⇒ Know own address.</li><li>⇒ Describe home</li><li>⇒ Know school is in Warrington.</li></ul>	<ul style="list-style-type: none"><li>⇒ Explore and describe the school grounds including, trim trail, playground, field, and forest.</li><li>⇒ Describe similarities and differences between the different locations around school.</li><li>⇒ Name different building people go to worship, church, temple, synagogue.</li><li>⇒ Describe the jobs people do in our community to help to protect it.</li></ul>	<ul style="list-style-type: none"><li>⇒ Use a BeeBot to plan a route and explain direction.</li><li>⇒ Plan a route from home to school.</li></ul>	<ul style="list-style-type: none"><li>⇒ Talk about the best places to plant in the school grounds and why.</li><li>⇒ Describe the seasonal changes and what we have observed.</li><li>⇒ Draw a map of where and what is planted in our outdoor area.</li></ul>	<ul style="list-style-type: none"><li>⇒ Name the 4 different countries in the UK and spot these on a map when looking at homes around the world.</li><li>⇒ Talk about significant places in Warrington.</li></ul>	<ul style="list-style-type: none"><li>⇒ Talk about the impact of human activity- Recycling. The impact on animals and the environment.</li><li>⇒ Describe the environment and what we see on photographs</li></ul>	
My School, My Area			Warrington		The UK		

□ 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.
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"><li>Describe what they see, hear &amp; feel whilst outside</li><li>Observational drawings of the natural world</li><li>Discuss how to care for the living things &amp; their habitats</li><li>Examine change over time</li><li>Express opinions on natural &amp; built environments &amp; opportunities to hear different points of view on the quality of the environment. Use words such as busy, quiet, pollution</li><li>Understand the effect of changing seasons on the natural world around them</li></ul>		<ul style="list-style-type: none"><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><li>Characteristics of liquids &amp; solids e.g., cooking eggs, melting chocolate</li><li>Observe &amp; interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object &amp; a boat floating on water</li></ul>	<ul style="list-style-type: none"><li>Extend vocabulary: blossom,buds, bulb, evergreen, deciduous</li><li>Describe what they see, hear &amp; feel whilst outside</li><li>Name &amp; describe some plants</li><li>Draw pictures of plants</li></ul>	<ul style="list-style-type: none"><li>Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping &amp; hygiene can contribute to good health</li><li>Describe what they see, hear &amp; feel</li><li>Identify different parts of their body &amp; animals Be able to show care and concern for living things</li><li>Know the effects exercise has on their bodies</li><li>Have some understanding of growth and change</li><li>Talk about things they have observed including animals</li><li>Observational drawings of animals</li></ul>	Test, fair, why, senses, world, plants – leaf, stem, root, flower, animals, humans, materials - waterproof, natural, change, growth, decay, environment, heavy, light, float, sink, stretch, snap, magnetic, baby, toddler, child, teenager, adult, egg, caterpillar, chrysalis, bark, stick, branch, seasons, melt, liquid, solid, hard, soft, kitten, puppy, foal, calf etc
Learning Outcomes	Autumn 1 Super Me & Super You	Autumn 2 Time for Change	Spring 1 Testing the Water	Spring 2 Growing	Summer 1 Near and Far	Summer 2 Chester Zoo
	<ul style="list-style-type: none"><li>⇒ Name own body parts using the text Funny Bones as a support. All above + shoulders, ribs, backbone, knees, elbow</li><li>⇒ Piece back together the parts of the body and locate upon request.</li><li>⇒ Describe key function of the skeletal system</li><li>Describe what changes occur as they change from a baby to an adult</li><li>⇒ Name the 4 seasons</li><li>⇒ Talk about similarities and differences between each season</li><li>⇒ Name the characteristics of each season</li></ul>		<ul style="list-style-type: none"><li>⇒ Know all plants need water, light and warmth to grow and survive</li><li>⇒ Know a seed produces roots to allow water to get into the plant and shoots to produce leaves to collect the sunlight</li><li>⇒ Use correct terms e.g., chrysalis, pupa when observing life cycle of butterfly &amp; ladybirds</li></ul>		<ul style="list-style-type: none"><li>⇒ Know the effects of heating and cooling on ingredients such as melting and freezing</li><li>⇒ Classify a set of objects by their materials- Wood, plastic, fabric, and glass.</li><li>⇒ Name the characteristics of materials</li><li>⇒ Describe the most suitable materials for building and give explanations as to why.</li></ul>	
Seasonal changes		Everyday materials		Plants		Animals including humans
<div>□ 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.</div>						

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.
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"><li>Develop own ideas through experimentation with diverse materials to express &amp; communicate their discoveries &amp; understanding</li><li>Create collaboratively sharing ideas, resources &amp; skills</li></ul>	<ul style="list-style-type: none"><li>Use increasing knowledge &amp; understanding of tools &amp; materials to explore their interests &amp; enquiries &amp; develop their thinking</li><li>Create representations both imaginary &amp; real-life ideas, events, people &amp; objects</li></ul>	<ul style="list-style-type: none"><li>Express &amp; communicates working theories, feelings &amp; understandings</li><li>Responds imaginatively to art works &amp; objects</li><li>Return to &amp; build on previous learning, refining ideas &amp; developing their ability to represent them</li><li>Discuss problems &amp; how they might be solved</li></ul>	<ul style="list-style-type: none"><li>Use different techniques for joining materials</li><li>Use tools independently, with care &amp; precision</li></ul>	<ul style="list-style-type: none"><li>Look closely at similarities, differences, patterns &amp; change</li><li>Know &amp; talk about the different factors that support their overall health &amp; well-being</li></ul>	Cutting, measure, folding, joining, gluing, tearing, decorate, printing, tools, strong, shape, materials, textiles, wheels, equipment, like, dislike, improve, better, cutting, plants, animals, farming, foods.
Learning Outcomes	Autumn 1 Super Me & Super You	Autumn 2 Time for Change	Spring 1 Testing the Water	Spring 2 Growing	Summer 1 Near and Far	Summer 2 Chester Zoo
	<div>⇒ Work independently and with others to make structures e.g., building a house/home/school.</div> <div>⇒ Use colour and materials to express how they are feeling through own creations using a variety of textures.</div>	<div>⇒ Use an increasing range of tools such as building tools and gardening tools with accuracy.</div> <div>⇒ Begin to talk about the effect of exercise and food on their health.</div>	<div>⇒ Create own representations in relation to under the sea; explain how they work and what they have used and why.</div> <div>⇒ Use an increasing range of small construction such as mobilo, Lego, stickle bricks and octagons to make representations including some moving parts.</div>	<div>⇒ 'From food to fork'. Understand where food comes from and experience growing their own vegetables, harvesting, preparing, and eating.</div> <div>⇒ Brush own teeth and talk about the importance of good oral health.</div>	<div>⇒ Draw designs for the things that they build and label each element.</div> <div>⇒ Verbally evaluate their work and explain what is good and one thing that could make it better.</div>	<div>⇒ Use a range of materials and split pins to connect and join materials to make a moving puppet.</div>
Food		Mechanisms			Structures	
□ 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						
Reception Skills, Knowledge & Understanding	Drawing		Painting	Texture and collage	Explore	Vocabulary
	<ul style="list-style-type: none"><li>Use a range of tools competently &amp; safely</li><li>Explore different textures. Encourage accurate drawings of people</li><li>Create representations of both imaginary &amp; real-life ideas, events, people &amp; objects</li><li>Explore, use &amp; refine colour mixing techniques</li><li>Use colour for purpose, including creating moods</li></ul>		<ul style="list-style-type: none"><li>Experiment to create different textures</li><li>Use tools to create different textures</li><li>Use a range of materials to create different textures</li><li>Manipulate materials to have a planned effect</li></ul>	<ul style="list-style-type: none"><li>Develop own ideas through experimentation with diverse materials to express &amp; communicate their discoveries &amp; understanding</li></ul>	<ul style="list-style-type: none"><li>Respond imaginatively to artworks &amp; objects</li><li>Explore, use &amp; refine a variety of artistic effects to express their ideas &amp; feelings</li><li>Express &amp; communicate working theories, feelings &amp; understandings in the form of artwork &amp; objects</li></ul>	Texture, shape, 2D, observation, imagination, scale, size, fine motor skills, Experiment, properties of clay, plasticine, model, observation, imagination, demonstrate, modelling, Experiment, media, understand, textural effects, observation, imagination, Experiment, printing, media, understand, techniques
Learning Outcomes	Autumn 1 Super Me & Super You	Autumn 2 Time for Change	Spring 1 Testing the Water	Spring 2 Growing	Summer 1 Near and Far	Summer 2 Chester Zoo
	<ul style="list-style-type: none"><li>⇒ Draw representations of myself and others</li><li>Can use drawings to tell a story</li><li>⇒ Explore what happens when you mix prime colours</li><li>⇒ Begin to describe different textures.</li><li>⇒ Use colour to express their feelings.</li></ul>		<ul style="list-style-type: none"><li>⇒ Talk about the changes to colours as we mix</li><li>⇒ Capture experiences and responses with a range of media, such as paint and other materials or words.</li><li>⇒ Create own stamps and produce repeating patterns</li><li>⇒ Create observation drawing of flowers and pastels</li></ul>		<ul style="list-style-type: none"><li>⇒ Explain how colours can be changed.</li><li>⇒ Complete a simple weave using paper, card or fabric.</li><li>⇒ Select their own tools and resources and give reasons for their choices.</li><li>⇒ Create their own home using clay and modelling tools to add detailed features.</li><li>⇒ Use different materials to create their own show box zoo representation and explain their choices.</li></ul>	
Painting			Drawing		Texture and Collage	

□ 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 will take high priority across provision.

**CORE VALUES:**

**CHILDREN FIRST**

**RESILIENCE**

**PIONEERING**

## Bruhce 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.	
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"><li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li></ul>		<ul style="list-style-type: none"><li>Respond imaginatively to music e.g., this music sounds like dinosaurs</li><li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li></ul>	<ul style="list-style-type: none"><li>Choose particular movements, instruments/sounds for their own imaginative purposes</li><li>Explore &amp; engage in music making &amp; dance, performing solo or in groups</li></ul>	<ul style="list-style-type: none"><li>Sing in a group or on their own, increasingly matching the pitch &amp; following the melody</li><li>Make Music in a range of ways e.g., plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to.</li></ul>	Chant High/ low Repeat Rhythm Sound Beat Follow	
Learning Outcomes	Autumn 1 Super Me & Super You	Autumn 2 Time for Change	Spring 1 Testing the Water	Spring 2 Growing	Summer 1 Near and Far	Summer 2 Chester Zoo	
	<ul style="list-style-type: none"><li>Sing along to a familiar song as a class group.</li></ul>	<ul style="list-style-type: none"><li>Sing along to new songs (nativity) as a group.</li><li>Sing some songs in smaller groups</li></ul>	<ul style="list-style-type: none"><li>Move in time to music (dance)</li><li>Create movement to match different sounds in stories.</li><li>Follow signals for 'stop and go' 'louder and quieter'</li></ul>	<ul style="list-style-type: none"><li>Follow the beat with a range instrument.</li><li>Follow a simple musical pattern</li></ul>	<ul style="list-style-type: none"><li>Make own musical instrument and explain the sounds that it makes.</li></ul>	<ul style="list-style-type: none"><li>Play a musical instrument in time to the beat of a song.</li></ul>	
Explore pulse, rhythm, and duration		Exploring pitch, timbre, tempo, and dynamics.			Exploring sounds, instruments, and symbols.		
<div>□ 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.</div>							

## 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 - NO ELG's are represented for this area

Focus	Electronic Communication Understanding Technologies	Text and Multimedia	Research and E-Safety	Digital images and audio	Algorithms Handling information	Vocabulary- To be used daily.
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"><li>Completes a simple program on electronic devices</li></ul>	<ul style="list-style-type: none"><li>Begin to list different IT in their home</li></ul>	<ul style="list-style-type: none"><li>Begin to give reasons why we need to stay safe online</li><li>Use the internet with adult supervision to find and retrieve information of interest to them</li></ul>	<ul style="list-style-type: none"><li>Create content such as a video recording, stories, and/or draw a picture on screen</li></ul>	<ul style="list-style-type: none"><li>Develop digital literacy skills by being able to access, understand and interact with a range of technologies</li></ul>	Internet, website, mouse, images, paint, technology, share, collect, set, sound, communicate, videos, photos, programme
Learning Outcomes	Autumn 1 Super Me & Super You	Autumn 2 Time for Change	Spring 1 Testing the Water	Spring 2 Growing	Summer 1 Near and Far	Summer 2 Chester Zoo
	<ul style="list-style-type: none"><li>⇒ Turn on an iPad, open a programme and follow instructions.</li><li>⇒ Explain how to stay safe when using the internet.</li></ul>	<ul style="list-style-type: none"><li>⇒ Follow teachers' instructions when using an online interactive programme such as paint or draw.</li></ul>	<ul style="list-style-type: none"><li>⇒ Write a variety of CVC words using a keyboard.</li></ul>	<ul style="list-style-type: none"><li>⇒ Collect information about the measurement of plants and see which was the best environment for growing in.</li></ul>	<ul style="list-style-type: none"><li>⇒ Use the I Pad and class cameras to take their own images</li><li>⇒ Send a group class email to a different class and wait for a response.</li></ul>	<ul style="list-style-type: none"><li>⇒ Use 'google' to find out more information about animals and use the images to support their own representations.</li><li>⇒ Explain who 'hector' is and why we use him.</li></ul>
E-Safety		Computer Skills	Programming		Word Processing skills	Data Collection
<div>□ 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. □ Explicit teaching will be needed within this area when using iPad and researching. This should take place in small, guided groups.</div>						

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING