

Early Years at Avishayes introduces children to enquiry learning which is followed by the rest of the school through our curious city approach.

Cognitive development, emotional literacy and language levels underpin the Curious-city approach. With strong links to mastery-led learning principles (Bloom's Taxonomy) we recognise that children's awareness of the world develops as they mature and that this has a significant impact on their ability to learn.

Children in the early years are introduced to the states of being through their learning enquiries.

We believe in initially anchoring all aspects of learning to reinforce personal identity in the here and now, essential in creating self-aware grounded individuals. As they develop we help them connect to concepts beyond the immediate environment, their community, the country, the world, until they are able conceptualise abstract themes such as tolerance or culture on a global scale: from 'Me' to 'Us' to 'Everyone'

Nursery

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Question	Are we all the same? Why are the leaves changing?	What is darkness? What do we celebrate?	What is my favourite animal? What stories do we know?	What happens in Spring?*(What colours can we make? (*What is fantasy?)	What can we grow? How do we keep our bodies healthy?	How can we move around? What happens next?
Focus state of being	Linguist Scientist	Scientist Philosopher	Scientist Author	Geographer Artist	Scientist Athlete	Engineer Linguist
Key experiences CLL PSED PD Literacy Mathematics UTW EAD		Space dome? Christingle at church Christmas crafts with parents Wedding fashion show	Axe Valley		Reservoir?	
Examples of key vocabulary	Face, features, look, hair, eyes, eyebrows, nose, nostrils, eye lashes, chin, cheeks, ears, ear lobes, long, short, rounded, mouth, lips, teeth Conkers, hibernate, foraging, autumn, leaves, falling, pumpkins	Light, dark, shadows, puppets, bonfire night Birthdays, wedding, marriage, Diwali, Christingle, father Christmas, presents, advent	Favourite, animals, reptiles, rodents, Traditional tales, story, once upon a time, the end	Easter, blossom, spring, life cycles Lighter, darker, mixing, rainbows	Growing, planting, watering, measuring, seeds, Exercise, healthy, unhealthy, balanced diet	Transport, holidays, tickets, flying, destination Transition, reception, new class,
Talk for writing texts	Nursery rhymes	Where's my spot? That's not my Elf	Dear Zoo	Oh Dear! NF: Colour related??	We're going on a Bear hunt NF: Sunflowers	The Train Ride NF: Vehicles?



Other possible texts	Our class is a family Happy to be me Our house We're going on a leaf hunt Stick Man	Dupal's Diwali The best Diwali ever The Jolly Christmas Postman	Goldilocks and the three bears Jack and the beanstalk Little Red Hen	Colour my days Rainbow Blot Rainbow hands The colour monster	Oliver's fruit salad Each Peach Pear Plum Jasper's Beanstalk	The runaway train Whatever next Journey The train ride
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Reception

Area of learning	Autumn 1		Autumn 2	Spring 1		Spring 2		Summer 1		Summer 2	
Key Question	What makes an owl and can we be friends?		How does a garden grow?	Where do animals live?		Where has the gingerbread man gone?		What is a minibeast?		What is it like to be beside the sea?	
	What's in the woods?		What is above our head?	Who made these footprints?		Do farmers do?		What has changed?		Do pirates still exist?	
Focus state of being	Scientist Philosopher		Scientist	Geographer/Historian		Geographer		Scientist/Historian		Artist	
Key experiences CLL PSED PD Literacy Mathematics UTW EAD	Owl visit from Owl Enlightenment Harvest assembly Read with your child with parents (+CLL)		Planting Cooking-soup Christmas crafts with parents Nativity performance (+CLL, PSED, PD, EAD)	Arts and craft afternoon Mothers day event Adopt an animal (+CL, PSED, Lit) Visit from Dino man		Read with your child with parents (+CLL) Trip to Foxdown Farm		Fathers Day event Sports Day		Trip to Charmouth beach End of reception leavers assembly(+CLL, PSED, PD)	
Examples of key vocabulary	School Friends Classroom Routine Family Owl Owlet	Autumn Harvest Growing Crops Growth Life cycle garden	Space Planets Aliens Astronaut Stars Rockets Gravity Spacesuit Dark/light	Jungle Savannah/safari Continent Similar/different Africa Animal World Country Zoo	Dinosaur Extinct Fossil Prehistoric Herbivore Carnivore Palaeontologist Predator Prey Mary Anning Names of dinosaurs	China France Italy	Farm Farmers Cow/calf Sheep/lamb Chicken/chick Pig/piglets Grow Supermarket Herding/milking Tractor/combine harvester	Insects Minibeasts Grow Change Seasons Transform Specific scientific vocab linked to interests	Past Toys Parents Grandparents compare	Sea Ocean Beach Sand Waves Scientific and Geographical Vocabulary	Treasure Island Desert Deserted Ship Pirate
Talk for writing texts	Little Red Hen		The Enormous Turnip	Three Billy Goats Gruff		The Gingerbread Man		The Very Hungry Caterpillar		The Sleepy Bumblebee	
Poems (reception)	Wise Old Owl		Chop Chop	The Farm		I'm a T-Rex		Creepy Crawly		A Little Shell	
Other possible texts	Owl Babies Peace at Last Gruffalo's Child Not Last Night But the Night Before My Mummy's Built a Treehouse Goldilocks and the Three Crocodiles The Great Gran Plan		The gigantic turnip Olivers vegetables Errol's garden Little Glow	Dinosaurs galore Great woman who changed the world Handa's surprise		What the ladybird heard A farmers life for me Squash and a squeeze		The bad tempered ladybird Mad about minibeasts First fabulous facts minibeasts		Sharing a shell Clumsy crab Topsy and Tim at the Seaside The Storm Whale Clean Up! Snail and the whale Captain Flinn Pirate Dinosaurs Smugglers bay The priates next door My granny is a pirate	

Communication and Language 	Key Curricular goals-What do we want children to achieve by the end of each academic year?		
	Educational programme	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.	
	Curriculum goal	To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.	
	Nursery		Reception
	Speak in full and complete sentences Ask a question confidently Follow 2/3 step instructions accurately Actively listen to a story (being able to comment on what they have heard)	Converse in a back and forth exchange with friends and teachers Express ideas with confidence and feeling Ask a relevant question and make relevant comments in return	
Curriculum coverage	Autumn	Spring	Summer
Nursery	Generally focus on activity of their own choice. Understand a question or instruction that has one part ie. Who is jumping? Where’s your hat? Can you get your coat please? Listen with interest to others but easily distracted Listen to simple stories and understand what is happening with the help of pictures Begin to use a wide range of vocabulary Know some familiar rhymes that have been taught Develop communication but may have problems with tenses and plurals Start to combine 2-3 words together to communicate need Developing pretend play ‘putting baby to sleep’ ‘driving a car to the shops’	Pay attention to more than one thing at a time Understand a question or instruction that has two parts Understand why questions and sometimes responds appropriately Enjoys listening to longer stories and can remember much of what happens Know many rhymes and be able to tell a long story Use a wider range of vocabulary (which has been taught) Sing taught songs Develop communication but may still struggle with tenses Develop pronunciation may have problems saying: r,j,th, ch, sh, multisyllabic words Use longer sentences of 4-6 words Start a conversation with a friend or adult and continue it for many turns Use talk to organise themselves ie ‘lets go on a bus, you sit here, I’ll be the driver’	Understand a question or instruction that has two-three parts. Understand ‘why’ questions and often respond appropriately Know many nursery rhymes and be able to talk about familiar stories with confidence. Use a wider range of vocabulary Sing a large repertoire of songs Have good solid pronunciation of all sounds Speak in clear sentences using joined up words such as because or and Be able to debate and express a point of view, using words and actions Use past and future tenses

	Using words spontaneously or when asked		
Reception	Understand a question or instruction that has two-three parts. Understand 'why' questions and often respond appropriately Know many nursery rhymes and be able to talk about familiar stories with confidence. Use a wider range of vocabulary Sing a large repertoire of songs Have good solid pronunciation of all sounds Speak in clear sentences using joined up words such as because or and Be able to debate and express a point of view, using words and actions Use past and future tenses	Understand how to listen carefully and why listening is important. Learn new vocabulary quickly and shows application of it throughout the day.	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. Use new vocabulary in a range of contexts. Listen carefully to rhymes, songs and paying attention to how they sound. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back and forth exchanges with their teacher and peers. Participate in small group, class and one to one discussions, offering their own ideas , using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non fiction, rhymes and poems when appropriate. Express their ideas and feeling about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development Self Regulation 	Key Curricular goals-What do we want children to achieve by the end of each academic year?		
	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	
	Curriculum goal	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.	
	Nursery		Reception
	Be kind to others Use manners Follow routines with confidence Give new experiences a try		Show empathy to others Show resilience and determination Understand own feelings and be able to increasingly manage emotions in a variety of situations
Curriculum coverage	Autumn	Spring	Summer
Nursery	Find ways to calm themselves through being calmed and comforted by their key person Find ways of managing transitions for example from their parent to key person Be increasingly able to talk about their emotions Talk about their feelings in more elaborated ways, I am sad because.... Learn to use the toilet with help and then independently. Select and use activities and resources with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Notice and ask questions about differences such as skin colour, types of hair, gender, Develop friendships with other children	Settle at activities for a while Come to setting happily without need for intervention. Talk about their feelings using words like 'happy' 'sad' 'angry' or 'worried'. Be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands. Develop sense of responsibility and membership of the community. Become more outgoing with unfamiliar people in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules understanding why they are important Understand gradually how others might be feeling. Sometimes be able to share and take turns.	Sustained longer focus at chosen and directed activities. Begin to bounce back from challenges more quickly with support. Make healthy choices about food, drink, activity and toothbrushing. Express their feelings. Manage their own personal hygiene. Find solutions to conflicts for example accepting that not everyone can be Spiderman in the game and suggesting other ideas. Remember rules without adult needing to remind them (most of the time) Develop appropriate ways of being assertive. Talk with others to solve conflicts. Be able to share and take turns with minimal adult intervention.
Reception	Sustained longer focus at chosen and directed activities. Begin to bounce back from challenges more quickly with support.	See themselves as a valuable individual. Build constructive and respectful relationships. Show resilience and perseverance in the face of challenge.	Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

	Make healthy choices about food, drink, activity and toothbrushing. Express their feelings. Manage their own personal hygiene. Find solutions to conflicts for example accepting that not everyone can be Spiderman in the game and suggesting other ideas. Remember rules without adult needing to remind them (most of the time) Develop appropriate ways of being assertive. Talk with others to solve conflicts. Be able to share and take turns with minimal adult intervention.	Identify and moderate their own feelings, socially and emotionally. Know and talk about the different factors that support overall health and wellbeing. Consider the feelings of others. Think about the perspective of others.	Set and work towards simple goals being able to wait for what they want and control their immediate impulses when appropriate. Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perserverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.
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Physical Development 	Key Curricular goals-What do we want children to achieve by the end of each academic year?			
	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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.		
	Curriculum goal	To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment.		
	Nursery		Reception	
	Put on and zip up a coat Put on and take off a jumper/cardigan Identify a dominant hand and hold pencil in a correct grip		Use cutlery development Hold a pencil effectively and form all letters correctly Use scissors correctly	
Curriculum coverage		Autumn	Spring	Summer
Nursery		Sit on a push along wheeled toy, use a scooter or ride a tricycle. Use large and small motor skills to do things independently, for example manage poppers and zips and pour drinks. Start eating independently and being able to use a knife and fork. Catch a large ball Sit comfortably on a chair Use large muscle movement to wave flags and streamers, paint and make marks Start taking part in some group activities which they make up for themselves or in teams Build towers using small bricks	Continue to develop their movement, balancing, riding and ball skills. Go up steps and stairs or climb apparatus using alternate feet Use a knife and fork Increasingly be able to use and remember sequences and patterns of movement which are related to music and rhythm Choose the right resources to carry out their own plan ie spade for digging a large hole Collaborate with others to manage large items Show a preference for a dominant hand Be increasingly independent as they get dressed and undressed for example coats and zips Begin to hold scissors correctly with support and make snips in paper.	Revise and refine the fundamentals movement skills they have already acquired -rolling -crawling -walking -jumping -running -hopping -skipping -climbing Progress towards a more fluent style of moving with developing control and grace Use core muscle strength to achieve a good posture when sitting at a table or on the floor Confidently and safely use a range of large and small apparatus indoors and outside alone and in a group Further develop the skills they need to manage the school day successfully; -Lining up and queuing -mealtimes Use scissors in correct grip and begin to make more than a snip

Reception	Revise and refine the fundamentals movement skills they have already acquired -rolling -crawling -walking -jumping -running -hopping -skipping -climbing Progress towards a more fluent style of moving with developing control and grace Use core muscle strength to achieve a good posture when sitting at a table or on the floor Confidently and safely use a range of large and small apparatus indoors and outside alone and in a group Further develop the skills they need to manage the school day successfully; -Lining up and queuing -mealtimes Use scissors in correct grip and begin to make more than a snip	Develop the overall body strength, coordination, balance and agility needed to engage with future physical education sessions and other disciplines such as dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Develop overall body-strength balance, co-ordination and agility Further develop and refine a range of ball skills: -kicking -throwing -catching -passing -batting and aiming Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball Develop their fine motor skills so that they can use a range of tools competently, safely and confidently; -scissors -pencils -paintbrushes -cutlery Develop the foundations of a handwriting style which is fast, accurate and efficient	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping and skipping and climbing 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
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Literacy		Key Curricular goals-What do we want children to achieve by the end of each academic year?		
 	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).		
	Curriculum goal	To become a Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt).		
	Nursery	Reception		
	Join in with familiar phrases Sing identified familiar nursery rhymes off by heart Recognise the initial sound in name Correctly copy own name/begin to write name independently Make marks on paper and give them purposeful meaning	Retell a familiar story through role play Read simple sentences and books containing phase 2 & 3 sounds Write simple sentences that can be read by others Hear and give rhymes when listening to rhyming stories		
Curriculum coverage		Autumn	Spring	Summer
Nursery		Enjoy sharing books with adults Have favourite books and seek them out to share with an adult, another child or to look at alone Repeat words or phrases from familiar stories Notice some print such as the first letter of their name, a bus or door number or familiar logo. Ask questions about the book, make comments and share ideas Develop play around favourite stories using props Enjoy drawing freely Begin some marks to their drawings which give meaning to; 'that says Mummy' Often mark make in their picture to stand for their name Build their own name using letter cards	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Recognise their name without a picture prompt Engage in conversations about stories using new vocabulary Copy their own name using letter card Often add some marks to their drawings which they give meaning to: That says Mummy	Read individual letters by saying the sounds for them. Blend sounds into words so that they can read short words made up of know letter sound correspondence Engage in extended conversations about stories, learning new vocabulary Use some of their print and letter knowledge in their early writing eg. Writing a pretend shopping list that starts at the top of the page, writing m for mummy Write some or all letters of their name Write some letters accurately

		Always mark make on their picture to stand for their name and begin to see some recognisable shapes/letters for those in their name.	
Reception	Read individual letters by saying the sounds for them. Blend sounds into words so that they can read short words made up of know letter sound correspondence Read a few common exception words matched to the schools phonics programme Engage in extended conversations about stories, learning new vocabulary Use some of their print and letter knowledge in their early writing eg. Writing a pretend shopping list that starts at the top of the page, writing m for mummy Write some or all letters of their name Write some letters accurately	Read some letter groups that each represent one sound and say sounds for them (diagraphs) Read simple phrases and sentences made up of words with known letter sound correspondences and where necessary a few common exception words. Re read books to build up confidence, fluency and understanding and enjoyment. Begin to demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sounds with letter/s Begin to write short sentences with words with known sound correspondence sometimes using a capital letter and full stop. Beginning to re-read what they have written to make sure it makes sense.	Say a sound for each letter in the alphabet and at least 10 diagraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate where appropriate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non fiction, rhymes and poems and during role play. Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter/s. Write simple phrases and sentences that can be read by others.

Mathematics		Key Curricular goals-What do we want children to achieve by the end of each academic year?		
	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.		
	Curriculum goal	To become a Master of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.		
	Nursery		Reception	
	Understand in depth numbers to 5 including number bonds to 5 Recognise and name colours and 2d shapes Use the language of measures and time Recognise and make patterns		Understand in depth numbers to 10, including number bonds to 10 Recognise the pattern of the counting system Compare quantities and amounts in different contexts	
Curriculum coverage		Autumn	Spring	Summer
Nursery		Recite numbers to 5 in order Take part in number rhymes and finger rhymes to 5 React to changes in the quantity of a group of up to 3 objects Compare amounts by saying lots, more, same Talk about and explore 2D shapes using informal mathematical language Understand position through words alone: the bag is under the table, no pointing. Talk about and identify patterns around them	Develop fast identifying of up to 3 objects, without having to count them (subitising) Recite numbers to 5 Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) Show fingers of up to 5 Experiment with their own symbols and marks as well as numerals. Compare quantities using language of more than, fewer than Talk about and explore some 3D shapes using informal mathematical language Describe a familiar route Discuss routes and locations using words like in front of, or behind. Begin to use language of measure correctly: it's heavy, it's full, empty, that's a long snake. Extend and create an ABAB pattern Begin to decide a sequence of events, real or fiction.	Solve real world mathematical problems with numbers to 5 Count objects actions and sounds up to 10. Compare numbers to 5 Recognise the one more than/one less than relationships between consecutive numbers to 5. Explore the composition of numbers to 5. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof Combine shapes to make new ones- an arch, a bigger triangle etc Make comparison between objects related to size, length, weight, capacity. Notice and correct an error in a repeating pattern.

Reception	Solve real world mathematical problems with numbers to 5 Count objects actions and sounds up to 10. Compare numbers to 5 Recognise the one more than/one less than relationships between consecutive numbers to 5. Explore the composition of numbers to 5. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof Combine shapes to make new ones- an arch, a bigger triangle etc Make comparison between objects related to size, length, weight, capacity. Notice and correct an error in a repeating pattern.	To count confidently beyond 10 Subitise Link the numeral with its cardinal number value to 10 Automatically recall number bonds for numbers 0-5 and some to 10. Compare numbers to 10 Recognise the one more than/one less than relationships between consecutive numbers to 10 Explore the composition of numbers to 10 Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children can recognise a shape can have other shapes within it just as numbers can. Compare length, weight and capacity	Have a deep understanding of numbers to 10, including the composition of each number Subitise up to 5 Automatically recall number bonds to 5 and some number bonds to 10, including double facts. 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 to 10, including evens and odds, double facts and how quantities can be distributed equally.
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Understanding the World   	Key Curricular goals-What do we want children to achieve by the end of each academic year?		
	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.	
	Curriculum goal	To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places. To become a Compassionate Citizen who can help to look after their community and care for the environment, know some reasons why Chard is special, have an awareness of other people's cultures and beliefs.	
	Nursery	Reception	
	Understand what a plant needs to grow and care for a plant Name people in their immediate family of importance to them and talk about special times with their family Understand that everyone's family is not the same Name features in our immediate environment and some in the local area Understand the purpose of a map and being to mark make maps Sequence events of their day	Know their own family tree Care for an animal and be able to explain lifecycles Appreciate different religions and cultural communities in their local area and around the world Compare features of our local area to those in another part of the world Understand how to read a simple map Know the seasons and key features of each season	
Curriculum coverage	Autumn	Spring	Summer
Nursery	Explore how things work Show an interest in different occupations Make connections between the features of their family and other families. Notice difference between people. Name and describe people who are familiar to them. Use all of their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties Talk about what they see using a wide range of vocabulary.	Begin to ,make sense of their own life story and family history. Talk about members of their immediate family and community Plant seeds and care for growing things Begin to understand the key features of the life cycle of a plant Begin to understand the need to care and respect for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the difference between materials and changes they notice.	Comment on images of familiar situations in the past. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experiences of or seen in photos. Understand that some places are special to members of their community. Draw information from a simple map Describe what they see, hear and feel when outside.
Reception	Comment on images of familiar situations in the past	Compare and contrast characters from stories, including figures from the past.	Talk about the lives of the people around them and their roles in society



	Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experiences of or seen in photos. Understand that some places are special to members of their community. Draw information from a simple map Describe what they see, hear and feel when outside.	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	
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Expressive Arts and Design		Key Curricular goals-What do we want children to achieve by the end of each academic year?		
	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.		
	Curriculum goal	To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.		
	Nursery		Reception	
	Draw a simple picture of themselves with identifiable features Name some common musical instruments and enjoy playing them Act out a simple story or nursery rhyme Use paint/crayon colours to accurately represent what they see		Add more detail to pieces of art work Perform songs, stories, poems or rhyme to an audience Express feelings in response to music or art Name some famous artists and explore their work Be able to tap out a simple beat Be able to change the sound of instruments	
Curriculum coverage	Autumn		Spring	Summer
Nursery	Know some primary colours. Experiment with colour mixing. Make simple models which express their ideas. Enjoy and take part in action songs. Start to develop pretend play, pretending that one object represents another. Enjoy banging, tapping, shaking instruments.		Can name all primary colours and some secondary -use primary colours to mix secondary colours -explore the properties of colours as they mix Mix colours for a desired purpose Make imaginative and small worlds with blocks and construction kits. Explore and join different materials together to explore different textures and express themselves. Create closed shapes with continuous lines and begin to use these shapes to represent objects Use drawing to represent ideas like movement or loud noises Begin to develop complex stories using small world equipment like animals Listen with increased attention to sounds Remember and sing entire songs	Know colours of the rainbow Experiments with different tones and shades Make choices about what colours they will mix Draw with increasing complexity and details Show different emotions in their drawings and paintings Respond to what they have heard, expressing their thoughts and feelings Sing the pitch of a tone sung by another person Sing the melodic shape of familiar songs Begin to create their own songs or improvise a song around one they know
Reception	Know colours of the rainbow Experiments with different tones and shades Make choices about what colours they will mix		Can order colours of the rainbow Mixes an intended colour for a desired purpose	Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function.



	Draw with increasing complexity and details Show different emotions in their drawings and paintings Respond to what they have heard, expressing their thoughts and feelings Sing the pitch of a tone sung by another person Sing the melodic shape of familiar songs Begin to create their own songs or improvise a song around one they know	Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively sharing ideas and resources and skills. Play instruments with increasing control to express feelings Listen attentively, move to and talk about music expressing their feelings and responses. Sing in a group or on their own matching pitch and melody. Develop story lines in pretend play	Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Sing a range of well known nursery rhymes and songs Perform songs, rhymes, poems and stories with others and when appropriate try to move in time to the music.
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