

Castle View Primary and Nursery School

EYFS- Nursery & Reception

Skills and Knowledge Progression- 2022-2023



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Main Themes		I wonder... What makes me unique?	I wonder... How do people celebrate around the world?	I wonder... How the story ends?	I wonder... If they really existed?	I wonder... Where they live?	I wonder... What will happen next?	
Communication and Language	Nursery	<p>Development Matters (3-4 years)</p> <p>Listening, Attention and Understanding To enjoy short stories in one-to-one interactions. To respond to short, familiar stories by pointing out objects and pictures in a story.</p> <p>Speaking To respond to a friend or adult. To communicate wants and needs using simple limited talk. To use vocabulary which is familiar and relevant to them. To listen to songs and rhymes and show awareness of the tune.</p>	<p>Listening, Attention and Understanding To enjoying listening to longer stories, remembering small parts of what happens. To understand 'what' questions.</p> <p>Speaking To start a conversation with a friend or adult. To communicate using short phrases. To use vocabulary which is familiar and relevant to them. To know some songs and rhymes and begin to join in as a group.</p>	<p>Listening, Attention and Understanding To enjoying listening to longer stories, remembering some of what happens. To understand 'where' questions.</p> <p>Speaking To start a conversation with a friend or adult and continue it. To communicate using short phrases. To begin to build new vocabulary based on their experiences. To know some songs and rhymes and begin to join in as a group.</p>	<p>Listening, Attention and Understanding To enjoying listening to longer stories, remembering much of what happens. To understand 'when' questions.</p> <p>Speaking To start a conversation with a friend or adult and continue it. To begin to communicate through sentences of up to four words. To begin to build new vocabulary based on their experiences. To know songs and rhymes and sing these independently in play and within a group.</p>	<p>Listening, Attention and Understanding To understand an instruction or question which has two parts. To understand 'who' questions.</p> <p>Speaking To express a point of view and debate when they disagree with a friend or adult. To begin to communicate through longer sentences of four to six words. To use some of their new vocabulary. To know many songs and rhymes, sharing these to peers and teachers.</p>	<p>Listening, Attention and Understanding To understand and follow independently, an instruction or question which has two parts. To understand and answer 'why' questions.</p> <p>Speaking To express a point of view and debate when they disagree with a friend or adult, using actions and words. To begin to communicate through longer sentences of four to six words. To use some of their new vocabulary. To know many songs and rhymes, sharing these to peers and teachers.</p>	
	<p>End of Nursery Goals: I can sing a favourite nursery rhyme or song I can retell stories in my own words I can start a conversation and take it in turns to speak I can understand and respond to a simple instruction I can listen to songs, stories and rhymes and respond by joining in I can speak in sentences of 4-6 words</p>							
	Reception	Development Matters (Reception)	<p>Listening, Attention and Understanding To understand how to listen carefully during a story e.g. looks at the speaker. To ask what questions during a story.</p> <p>Speaking To have a long conversation with a friend or adult. To learn new vocabulary from practical experiences, adult led opportunities, and some books. To communicate through longer sentences to share their ideas and thoughts. To learn new rhymes, songs and poems.</p>	<p>Listening, Attention and Understanding To engage by joining in with discussions during a story. To ask who questions during a story.</p> <p>Speaking To have a long conversation with a friend or adult. To learn new vocabulary from practical experiences, adult led opportunities, and some books. To begin to use conjunctions such as 'and' 'but' 'so' to connect their ideas. To learn new rhymes, songs and poems and show confidence to join in.</p>	<p>Listening, Attention and Understanding To join in with repeated refrains in a story. To ask when questions in a story.</p> <p>Speaking To have a long conversation with a friend or adult. To learn new vocabulary from a range of opportunities. To begin to use conjunctions such as 'and' 'but' 'so' to connect their ideas. To learn new rhymes, songs and poems and show confidence to join in.</p>	<p>Listening, Attention and Understanding To talk about key and important events in a story. To ask where questions in a story.</p> <p>Speaking To have a long conversation with a friend or adult, switching topics. To learn new vocabulary from a range of opportunities. To begin to use the correct tense during conversation. To learn new rhymes, songs and poems and begin to share these confidently to peers and teachers.</p>	<p>Listening, Attention and Understanding To identify the main characters in a story and talk about their feelings To ask why questions in a story.</p> <p>Speaking To hold a conversation with a friend or adult, switching topics, providing more detail to events. To apply new vocabulary to different contexts. To articulate their ideas and thoughts in well-formed sentences. To use their experiences to create new songs, poems and rhymes and share these with others.</p>	<p>Listening, Attention and Understanding To link events in a story to their own experiences. To ask an array of questions about the story to clarify their understanding.</p> <p>Speaking To hold a conversation with a friend or adult, switching topics, providing more detail to events. To apply new vocabulary to different contexts. To articulate their ideas and thoughts in well-formed sentences. To use their experiences to create new songs, poems and rhymes and share these with others.</p>
<p>End of Reception Goals (ELG) To express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and in whole class discussions and small group interactions To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhyme and poems when appropriate To hold conversation when engaged in back and forth exchanges with their teachers and peers To participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary To make comments about what they have heard and ask questions to clarify understanding</p>								

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Main Themes		I wonder... What makes me unique?	I wonder...How do people celebrate around the world?	I wonder... How the story ends?	I wonder... If they really existed?	I wonder... Where they live?	I wonder...What will happen next?
Personal, Social and Emotional Development	Nursery	<p>Self-Regulation To separate from main carer to come into nursery.</p> <p>To talk about feelings.</p> <p>Managing Self To begin to develop an awareness of the classroom rules and routines.</p> <p>To begin to learn to wash and dry their hands before eating and after using the toilet.</p> <p>To be supported to make their snack choice.</p> <p>To know that drinking water/ milk helps them to be healthy.</p> <p>Building Relationships To know how to play alongside each other.</p>	<p>Self-Regulation To know which adults can help them in nursery.</p> <p>To recognise when they might be feeling a certain way.</p> <p>Managing Self To begin to develop an awareness of the classroom rules and routines.</p> <p>To begin to learn to wash and dry their hands before eating and after using the toilet.</p> <p>To be supported to make their snack choice.</p> <p>To know examples of healthy food.</p> <p>Building Relationships To know how to play games and activities in a group, with adult support.</p>	<p>Self-Regulation To become more confident with visitors in nursery.</p> <p>To respond appropriately to some of their feelings.</p> <p>Managing Self To know how to look after resources by tidying up at tidy up time.</p> <p>To wash and dry hands before eating and use the toilet with more independence.</p> <p>To make their snack choice independently.</p> <p>To know that exercise keeps us healthy.</p> <p>Building Relationships To share resources and play in a group.</p>	<p>Self-Regulation To show confidence walking around our local area to the library.</p> <p>To begin to understand how others might be feeling.</p> <p>Managing Self To support others to look after resources.</p> <p>To wash and dry hands before eating and use the toilet with more independence.</p> <p>To make their snack choice independently.</p> <p>To know how to keep their teeth clean and healthy.</p> <p>To keep themselves safe by roads.</p> <p>Building Relationships To share resources and play in a group.</p>	<p>Self-Regulation To show confidence on a school trip to the farm.</p> <p>To consider the feelings of others in stories.</p> <p>Managing Self To remember and follow the classroom rules.</p> <p>To wash and dry hands before eating and use the toilet independently.</p> <p>To support new starters with their snack choices.</p> <p>To know how often they need to brush their teeth to keep them clean and be healthy.</p> <p>To keep themselves safe from water e.g. school pond.</p> <p>Building Relationships To take turns whilst playing and wait patiently to have a go.</p>	<p>Self-Regulation To show confidence on a school trip to a science park.</p> <p>To begin to understand how others might be feeling and offer comfort when others are distressed.</p> <p>Managing Self To remember and follow the classroom rules.</p> <p>To wash and dry hands before eating and use the toilet independently.</p> <p>To support new starters with their snack choices.</p> <p>Children will know how to independently use the toilet.</p> <p>To make healthy food, exercise, and tooth brushing choices.</p> <p>To keep themselves safe from strangers.</p> <p>Building Relationships To listen to a friend and agree a compromise.</p>
	Reception	<p>End of Nursery Goals I can talk about my feelings and begin to recognise others feelings I can share and take turns I can use the toilet independently and wash and dry my hands</p> <p>Self-Regulation To see themselves as unique by sharing their hobbies and interests.</p> <p>To continue to develop a wider awareness of their own feelings such as 'worried', 'frightened'.</p> <p>Managing Self To take responsibility for setting up snack for their peers.</p> <p>To know how healthy eating is important for their health.</p> <p>To know the school and classroom rules and follow these.</p> <p>Building Relationships</p>	<p>I can sit at the table with my friends and enjoy snack and a conversation I can follow the classroom rules I can keep myself safe from strangers, water and roads.</p> <p>Self-Regulation To know how to be helpful by taking on jobs such as serving snack and washing up.</p> <p>To recognise when they might feel a wider range of feelings such as 'worried', 'frightened'.</p> <p>Managing Self To dispose of their used plates/ bowls/ cups and food waste correctly after snack.</p> <p>To know how regular exercise is important for their health.</p> <p>To know the school and classroom rules and follow these.</p> <p>Building Relationships</p>	<p>Self-Regulation To know how to make the right choice and the consequences of not doing so.</p> <p>To respond appropriately to a wider range of feelings.</p> <p>Managing Self To take responsibility for spillages at snack time.</p> <p>To know what a sensible amount of screen time is and why this is important for their health.</p> <p>To have an awareness of why we need to follow the school and classroom rules.</p> <p>Building Relationships</p>	<p>Self-Regulation To know the effects of their behaviour on others.</p> <p>To understand that their actions have a consequence.</p> <p>Managing Self To take responsibility for keeping their classroom welcoming and tidy.</p> <p>To know how regular teeth brushing is important for their health.</p> <p>To have an awareness of why we need to follow the school and classroom rules.</p> <p>Building Relationships</p>	<p>Self-Regulation To know to use the calm corner when they are feeling upset/angry.</p> <p>To recognise when and how they need to respond to a friend, showing sensitivity when needed.</p> <p>Managing Self To take responsibility for keeping their classroom welcoming and tidy.</p> <p>To know about the importance of a good sleep routine for their health.</p> <p>To be able to remind friends of the rules when needed.</p> <p>To understand why we must be safe around water e.g. school pond.</p> <p>Building Relationships</p>	<p>Self-Regulation To know how to overcome challenges, using books such as 'The Most Magnificent Thing'.</p> <p>To offer reasons for how a person is feeling.</p> <p>Managing Self To support and remind others to take responsibility for managing the classroom responsibilities.</p> <p>To know how to be a safe pedestrian and why this is important.</p> <p>To be able to remind friends of the rules when needed.</p> <p>Building Relationships</p>

		To know how to listen to others with respect.	To know how to treat others in our class.	To describe what makes a good friend.	To understand why we must be safe around strangers. Building Relationships To know how to express their opinion and understand it is okay to have a different opinion to a friend.	Building Relationships Children will know how to resolve a problem by talking it through with a friend or adult.	Children will know how to resolve a problem by talking it through with a friend or adult.
<p>End of Reception Goals (ELG)</p> <p>To manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices, teeth brushing and exercise</p> <p>To give focused attention to adults, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions</p> <p>To form positive attachments to adults and friendships with peers</p> <p>To explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>To show sensitivity to their own and others needs</p> <p>To set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p>							
<p>To be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>To work and play cooperatively and take turns with others</p> <p>To keep myself safe from strangers and articulate the reason behind this</p> <p>To keep myself safe from water and articulate the reason behind this</p>							

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Main Themes		I wonder... What makes me unique?	I wonder...How do people celebrate around the world?	I wonder... How the story ends?	I I wonder... If they really existed?	I wonder... Where they live?	I wonder...What will happen next?
Physical Development	Nursery Development Matters (3-4 years)	<p>Gross Motor To roll a large ball over a line.</p> <p>To know how to walk around a space.</p> <p>To know how to ride a scooter.</p> <p>Fine Motor To know how to hang up their coat onto their peg.</p> <p>To find a comfortable grip to mark make.</p> <p>To pour milk from jug (with lid) into cup for snack.</p>	<p>Gross Motor To throw a large ball/ beanbag with both hands.</p> <p>To know how to run around a space.</p> <p>To know how to ride a tricycle.</p> <p>Fine Motor To pull clothing up and down for the toilet.</p> <p>To help others to put on their coats, mats, mittens.</p> <p>To explore loop scissors to make snips in paper.</p> <p>To pour milk from jug (with lid) into cup for snack.</p>	<p>Gross Motor To catch a large ball/ beanbag from a short distance.</p> <p>To know how to jump around a space.</p> <p>To know to climb using alternate feet.</p> <p>Fine Motor To know how to put on their coat.</p> <p>To find a comfortable grip to mark make and begin to show some control.</p> <p>To use a spoon correctly to eat cereal for breakfast or snack.</p>	<p>Gross Motor To kick a large ball over a line.</p> <p>To know how to skip and hop around a space.</p> <p>Fine Motor To know how to put on their coat.</p> <p>To use loop scissors to make snips in paper with some control.</p> <p>To use a knife to cut/ spread at snack.</p>	<p>Gross Motor To kick a large ball at an intended target.</p> <p>To know how to march around a space.</p> <p>To know how to stand on one leg and hold a pose.</p> <p>Fine Motor To know how to zip up their coat once it has been started.</p> <p>To show a preference for a dominant hand when mark making.</p> <p>To peel their own fruit at snack.</p>	<p>Gross Motor To dance to music they like.</p> <p>To create their own dance moves in line with the music they can hear.</p> <p>To know how to work together to carry large items such as planks of wood.</p> <p>Fine Motor To know how to zip up their coat once it has been started.</p> <p>To show control when mark making and making snips.</p> <p>To help younger peers at snack time e.g. pouring milk, cutting up foods etc.</p>
	Reception Development Matters (Reception)	<p>End of Nursery Goals: I can use scissors to make snips in paper I can move in different ways- run, jump, hop, skip, climb</p> <p>Gross Motor Complete PE – Locomotion walking and jumping To know how to walk using different body parts in different directions, at different levels and at different speeds.</p> <p>To know how to adjust their speed and change direction to avoid other pupils.</p> <p>Fine Motor To begin to develop a modified tripod grip for writing.</p> <p>To use two-hole scissors to cut along a straight line.</p> <p>To know how to take their jumper or cardigan off if too hot and on if too cold.</p>	<p>I can kick a ball I can hold a pencil comfortably to make marks</p> <p>Gross Motor Complete PE – Ball skills hands To know different ways of pushing, rolling, and bouncing a ball.</p> <p>To know how to throw different sized balls at given targets, from longer distances.</p> <p>To know how to catch different sized balls from longer distances.</p> <p>Fine Motor To write using a tripod grasp in their dominant hand.</p> <p>To use two-hole scissors to cut across a curved line.</p> <p>To put their coat on themselves and zip it up.</p>	<p>I can put on my own coat and finish my zip once it has been started I can pour my own milk and get my own snack</p> <p>Gross Motor Complete PE – Gymnastics To know how to create movements and shapes in high, low, over and under ways on the apparatus.</p> <p>To manage own risks when travelling over, under, through apparatus.</p> <p>To know how to jump and land safely.</p> <p>Fine Motor To know the importance of good posture for writing.</p> <p>To use two-hole scissors to cut out a circle.</p> <p>To use a knife and fork with precision at dinner time.</p>	<p>Gross Motor Complete PE – Dance To show awareness of space.</p> <p>To move safely and in time with the music.</p> <p>To know how to add movements together to form a sequence.</p> <p>To know how to create different movements using different parts of the body.</p> <p>Fine Motor To know how to correctly form all Phase 2 letters.</p> <p>To use two-hole scissors to cut out purposeful shapes.</p> <p>To know how to thread and sew.</p>	<p>Gross Motor Complete PE – Ball skills feet To know how to kick and pass different sized balls from longer distances.</p> <p>To know how to control a ball.</p> <p>To know how to dribble in and out of targets.</p> <p>To work together with their partner and in small groups.</p> <p>Fine Motor To know how to correctly form all Phase 2 and Phase 3 letters.</p> <p>To use two-hole scissors with control for different tasks.</p> <p>To dress and undress for PE with minimal help.</p>	<p>Gross Motor Complete PE – Games for understanding To understand why it is important to take turns when playing a game.</p> <p>To understand why games have rules and understand the consequences if the rules of the game are not followed.</p> <p>To understand the importance of keeping the score in a game.</p> <p>Fine Motor To know to correctly form some capital letters.</p> <p>To use two-hole scissors with control for different tasks.</p> <p>To know how to do up and undo buttons.</p>
End of Reception Goals (ELG)		To use a range of small tools completely and confidently e.g. scissors paint brushes, cutlery To move energetically, such as running, jumping, dancing, hopping, skipping and climbing To be able to catch, kick, throw To hold a pencil effectively in preparation for writing (nearly always tripod grip) To form a range of letters correctly and confidently		To negotiate space and obstacles safely, with consideration for themselves and others To begin to show accuracy and care when drawing To demonstrate strength, balance and co-ordination To put on their own coat and zip this up To get dressed and undressed independently			

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Main Themes		I wonder... What makes me unique?	I wonder...How do people celebrate around the world?	I wonder... How the story ends?	I wonder... If they really existed?	I wonder... Where they live?	I wonder...What will happen next?
Literacy	Nursery Development Matters (3-4 years)	<p>Comprehension To listen to a range of stories.</p> <p>To recognise some local logos e.g., Asda.</p> <p>To find and explore the names of different parts of a book – focus front cover</p> <p>Word Reading To spot and suggest rhymes.</p> <p>To recognise their name from a small selection of name cards.</p> <p>To enjoy listening to stories.</p> <p>Writing To know how to draw horizontal lines and vertical lines.</p>	<p>Comprehension To listen to stories and comment on some key events and characters.</p> <p>To find and explore the names of different parts of a book – focus front cover</p> <p>Word Reading To clap the syllables in their name.</p> <p>To recognise their name from a larger selection of name cards.</p> <p>To enjoy choosing their own books.</p> <p>Writing To know how to draw circles.</p>	<p>Comprehension To listen to stories and engage in extended conversations around key events and characters.</p> <p>To know print has different purposes by exploring menus, magazines, newspapers, labels.</p> <p>To know and explore the names of different parts of a book – focus title</p> <p>Word Reading To recognise letters of significance e.g., that is an E for Erin</p> <p>To recognise their name from a small selection of book bags.</p> <p>Writing To know how to draw diagonal lines.</p>	<p>Comprehension To begin to build new vocabulary gained from books.</p> <p>To know how to turn the pages of a book carefully.</p> <p>To find and explore the names of different parts of a book – focus title</p> <p>Word Reading To begin to recognise more letters e.g., M is for Mummy</p> <p>To recognise their name from a larger selection of book bags.</p> <p>Writing To begin to show an interest in writing letters.</p>	<p>Comprehension To learn new vocabulary from books and narratives.</p> <p>To know that we read from left to right and top to bottom.</p> <p>To find and explore the names of different parts of a book – focus author.</p> <p>Word Reading To know familiar words with the same initial sound such as mum and milk.</p> <p>To recognise their name in different contexts.</p> <p>To enjoy sharing books with adults.</p> <p>Writing To know how to write some letters in their name.</p>	<p>Comprehension To learn new vocabulary from books and narratives.</p> <p>To recognise and know a range of signs including bus stop, parking, stop.</p> <p>To find and explore the names of different parts of a book – focus author.</p> <p>Word Reading To know familiar words with the same initial sound such as mum and milk.</p> <p>To recognise their name in different contexts.</p> <p>Writing To know how to write most of their name.</p>
	Reception Development Matters (Reception)	<p>End of Nursery Goals: I can recognise and write most of my first name with most letters formed correctly I can give meaning to the marks I make I can hear the initial sounds in some words</p> <p>Comprehension To engage in extended conversations about stories, the characters, and settings.</p> <p>To learn new vocabulary from a range of sources- books, poems, teacher talk.</p> <p>To know why books, have titles.</p> <p>Word Reading To read individual letters by saying the sounds for them – some of Phase 2.</p> <p>To hear and identify initial sounds in words.</p> <p>To read some Phase 2 harder to read and spell words.</p> <p>Writing To know how to write their first name with good pencil control.</p>	<p>Comprehension To sequence a familiar story using images or objects.</p> <p>To learn new vocabulary from a range of sources- books, poems, teacher talk.</p> <p>To know why books, have pictures.</p> <p>Word Reading To read individual letters by saying the sounds for them – all of Phase 2.</p> <p>To orally segment and blend known sounds in words.</p> <p>To read all Phase 2 harder to read and spell words.</p> <p>Writing To know how to write their first name with good pencil control.</p>	<p>Comprehension To answer closed retrieval questions.</p> <p>To try out new vocabulary, not necessarily in the correct context.</p> <p>To know who an Author is.</p> <p>Word Reading To begin to identify when two letters make one sound (digraph) and read some of these (Phase 3)</p> <p>To read some Phase 3 harder to read and spell words.</p> <p>To orally segment and blend known sounds in words.</p> <p>Writing To know how to write their surname with good pencil control.</p> <p>To know how to form all Phase 2 and some Phase 3 sounds.</p>	<p>Comprehension To tell a story to another person using their own words.</p> <p>To try out new vocabulary, not necessarily in the correct context.</p> <p>To know who an illustrator is.</p> <p>Word Reading To identify when three letters make one sound (trigraph) and read all of these (Phase 3)</p> <p>To read simple captions using their phonics sound knowledge.</p> <p>To read all Phase 3 harder to read and spell words.</p> <p>To orally segment and blend known sounds in words.</p> <p>Writing To know how to write their surname with good pencil control.</p>	<p>Comprehension To answer open retrieval questions.</p> <p>To use language from a story within role play and discussions.</p> <p>To be able to name an author/s.</p> <p>Word Reading To read simple sentences using their phonics sound knowledge.</p> <p>To read Phase 4 harder to read and spell words.</p> <p>To orally segment and blend known sounds in words.</p> <p>To begin to develop some fluency and confidence when reading.</p> <p>Writing To know how to form all Phase 2 and Phase 3 sounds.</p>	<p>Comprehension To retell a story using new vocabulary.</p> <p>To use language from a story within role play and discussions.</p> <p>To be able to name an author/s.</p> <p>Word Reading To read simple sentences using their phonics sound knowledge, spotting capital letters, finger spaces and full stops.</p> <p>To read some (alternative) Phase 5 digraph and trigraphs by saying the sounds for them.</p> <p>To orally segment and blend known sounds in words.</p> <p>To read Phase 5 harder to read and spell words.</p> <p>Writing</p>

		<p>To know how to correctly form some Phase 2 letters</p> <p>To know how to write initial sounds in words.</p> <p>To know how to write some Phase 2 harder to read and spell words.</p>	<p>To know how to correctly form all Phase 2 letters.</p> <p>To write simple CVC words / labels.</p> <p>To know how to write all Phase 2 harder to read and spell words.</p>	<p>To know how to write CVC and CVCC words.</p> <p>To know how to write some Phase 3 harder to read and spell words.</p>	<p>To know how to form all Phase 2 and Phase 3 sounds.</p> <p>To begin to write short captions and phrases.</p> <p>To know how to write all Phase 3 harder to read and spell words.</p>	<p>To know how to write a short sentence.</p> <p>To know how to write some Phase 4 harder to read and spell words.</p>	<p>To know how to form some Phase 5 sounds, including capital letters.</p> <p>To know how to write a sentence, showing awareness of some basic punctuation – capital letters, finger spaces, full stops.</p> <p>To know how to read what they have written to check it makes sense.</p> <p>To know how to write some Phase 5 harder to read and spell words.</p>
<p>End of Reception Goals (ELG)</p> <p>To write my first and surname, forming all letters correctly</p> <p>To write all of the letters in the alphabet, forming these correctly</p> <p>To identify key sounds in words and represent these with the correct letter correspondence</p> <p>To write simple phrases and sentences that can be read by themselves and others</p> <p>To demonstrate an understanding of what has been read by retelling stories & narratives using own words and new vocabulary</p> <p>To anticipate key events in stories</p> <p>To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p> <p>To say a sound for each letter and at least 10 digraphs</p> <p>To read words consistent with their phonic knowledge by sound blending.</p> <p>To read simple sentences in books that are consistent with their phonic knowledge, including some common exception words</p>							

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Main Themes		I wonder... What makes me unique?	I wonder...How do people celebrate around the world?	I wonder... How the story ends?	I wonder... If they really existed?	I wonder... Where they live?	I wonder...What will happen next?	
Mathematics	Nursery Development Matters (3-4 years)	<p>Number & Numerical Patterns To rote count to 5 through number songs.</p> <p>To sort by colour, size and object.</p> <p>To match objects which are the same.</p> <p>To recognise and name colours in different contexts.</p>	<p>Number & Numerical Patterns To count to in correspondence to 5.</p> <p>To understand that sets can be compared and ordered e.g. more, same, fewer.</p> <p>To compare and order objects according to their size e.g. big, small, tall, long</p> <p>To identify patterns around them such as stripes on clothes.</p> <p>To copy, continue and create repeating patterns.</p>	<p>Number & Numerical Patterns To show finger numbers up to 3.</p> <p>To identify representations of 1,2 and 3.</p> <p>To subitise or count to find out how many and make their own collections of 1, 2 or 3 objects.</p> <p>To match the number names to quantities and numerals.</p> <p>To touch count in different arrangements and recognise the final number is the quantity of the set.</p> <p>To explore the weight of objects making comparisons between objects.</p>	<p>Number & Numerical Patterns To compare the length and height of different objects, using specific vocabulary e.g. longer, shorter.</p> <p>To count on and back to 4.</p> <p>To subitise sets of up to 3 objects to find out how many make their own collections of objects.</p> <p>To match the number to numerals and quantities and are able to say which sets have more and fewer items.</p> <p>To touch count in different arrangements and recognise the final number is the quantity of the set.</p>	<p>Number & Numerical Patterns To count in correspondence to 10.</p> <p>To subitise up to 3 items.</p> <p>To count forwards and backwards to 5 accurately using the counting principles.</p> <p>To represent up to 5 items on a five frame.</p> <p>To use real objects to see that the quantity of a group can be changed by adding more.</p> <p>To notice and describe shapes in the environment and talk about the properties using words such as 'straight/flat/round/ curved'.</p>	<p>Number & Numerical Patterns To talk about night and day and order key events in their daily routines, such as waking up, coming to school, dinner, bed time.</p> <p>To use language to describe when things happen e.g. day, night, morning, afternoon, before after, today, tomorrow.</p> <p>To encourage the vocabulary of first, next, then and possibly last.</p> <p>To explore measuring time.</p> <p>To explore capacity with different materials.</p> <p>To use the language of position and direction.</p>	
	End of Nursery Goals: I can count to 10 I can order, recognise and use numbers to 5 I can talk about 2D shapes		I can create, continue and spot errors in a pattern e.g. ABAB I can use positional language I can understand ordinal numbers					
	Reception Development Matters (Reception)	<p>Number & Numerical Patterns To be able to count reliably (with one-to-one correspondence and understanding of cardinality) up to five forwards and backwards.</p> <p>To be able to identify similarities and differences across a range of criteria, for example by colour, shape, size, texture and function.</p> <p>To be able to sort by colour, shape, size, texture, orientation and function.</p> <p>To be able to compare and order by size, length and time.</p> <p>To be able to recognise, extend, create and fix simple AB patterns.</p>	<p>Number & Numerical Patterns To be able to compare numbers, order and write numbers to five.</p> <p>To be able to represent the numbers 1-5 in different ways.</p> <p>To talk about time in terms of night and day, days of the week and months of the year.</p> <p>To use language related to time and to be able to sequence events.</p> <p>To know the 1 more than, 1 less than relationship between consecutive whole numbers.</p> <p>To recognise language associated with 2D shapes.</p> <p>To understand and use positional language.</p>	<p>Number & Numerical Patterns To understand zero as an empty set.</p> <p>To represent numbers on a five and ten frame.</p> <p>To match number names to numerals and to representations on ten frames up to 10.</p> <p>To write numbers to 10.</p> <p>To be able to order numbers to 10.</p> <p>To be able to count to 10 forwards and backwards.</p> <p>To understand ordinal numbers and be able to name positions, e.g. first, second, third, etc.</p> <p>To use a counting all strategy to combine two sets up to 10.</p> <p>To compare quantity.</p> <p>To count on and back to find 1 more and 1 fewer.</p>	<p>Number & Numerical Patterns To find number bonds for numbers up to 6.</p> <p>To be able to create number bonds to make 7-10.</p> <p>To be able to copy, continue and create AAB, ABC and AABC patterns.</p> <p>To be able to measure end-to-end length, compare lengths and use non-standard units of measurement.</p> <p>To be able to use the language 'empty', 'full' and 'half full' to describe how much is in a container.</p> <p>To be able to measure the capacity of containers.</p> <p>To be able to compose 2D shapes using tangrams and pattern blocks.</p> <p>To be able to recognise 3D shapes and to build with 3D shapes.</p>	<p>Number & Numerical Patterns To be able to use counting on as a strategy for addition.</p> <p>To be able to count forwards and backwards within 10.</p> <p>To recognise 1 more and 1 less.</p> <p>To be able to count to and from 20.</p> <p>To be able to double numbers 1-5.</p> <p>To be able to recognise doubles and non-doubles.</p> <p>To be able to halve sets of items and even numbers by sharing into 2 equal groups.</p> <p>To be able to recognise and understand odd and even numbers.</p> <p>To be able to understand the mass of different objects.</p>	<p>Number & Numerical Patterns To be able to describe and compare different capacities.</p> <p>To recognise 1p, 2p, 5p and 10p coins. To pay for items using a combination of these coins. To calculate change from 10p.</p> <p>To be able to collect and represent data sets.</p> <p>To be able to develop problem-solving skills.</p> <p>To focus on word problems.</p>	

End of Reception Goals (ELG)

To have a deep understanding of number to 10, including the composition of each number

To subitise (recognise quantities without counting) up to 5

To 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

To verbally count beyond 20, recognising the pattern of the counting system

To verbally count to 10 forwards and backwards

To compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity

To explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

To name a range simple 2D and 3D shapes and start to discuss their properties

To make and continue an ABC patterns

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Main Themes			I wonder... What makes me unique?	I wonder...How do people celebrate around the world?	I wonder... How the story ends?	I wonder... If they really existed?	I wonder... Where they live?	I wonder...What will happen next?	
Understanding the World	Nursery	Development Matters (3-4 years)	History	<p>Past and Present To talk about themselves and their immediate family.</p> <p>To discuss and develop an understanding that families are different.</p> <p>To understand that they were a baby once and that they are now a young child.</p> <p>To show interest and talk about a range of different occupations.</p>	<p>Past and Present To talk about Remembrance Day and Bonfire night.</p> <p>To understand the importance of staying safe near fireworks.</p> <p>To understand that you get older every year and you have a birthday to celebrate it.</p>	<p>Past and Present To talk about Chinese New Year, The Year of the Tiger.</p> <p>To know that some objects are old and new.</p>	<p>Past and Present To know that the Queen is important (birthday month).</p> <p>To talk about St David's Day.</p>	<p>Past and Present To begin to understand the language of today, tomorrow, and yesterday.</p>	<p>Past and Present To begin to understand that now they attend Nursery but soon they will go to 'big school.'</p> <p>To discuss what they are looking forward to about their future as a star.</p>
			Geography	<p>People, Culture and Communities To know that they live in Runcorn.</p> <p>To know what they live close to e.g., park, shop.</p> <p>To explore local maps of Halton Brook.</p>	<p>People, Culture and Communities To know that the Earth is where we live.</p> <p>To know that a map is a picture of the Earth.</p> <p>To know that there are lots of countries in the world, one being India.</p> <p>To know that India is very far away and you can only visit by plane.</p> <p>To know where their local post box is.</p>	<p>People, Culture and Communities To know that there are lots of countries in the world, one being China.</p> <p>To know that China is very far away and you can only visit by plane.</p> <p>To know that in China, people eat using chopsticks.</p>	<p>People, Culture and Communities To know the name of our class castle.</p> <p>To plot 'Beeston castle' on a map of England.</p>	<p>People, Culture and Communities To know that the Earth is where we and others live, including animals and plants.</p> <p>To know that it is cold and icy in polar regions.</p> <p>To know that it is hot and dry in the desert.</p> <p>To recognise and name different animals from around the world.</p>	<p>People, Culture and Communities To talk about ways in which people can look after the natural world.</p> <p>To show care and respect for our environment by recycling.</p>
			Science	<p>The Natural World To use their senses to explore the outdoor environment (Autumn)</p> <p>To observe animals and plants around them.</p>	<p>The Natural World To talk about the weather.</p> <p>To explore how materials change when cooking, cooling and heating.</p>	<p>The Natural World To use their senses to explore the outdoor environment (Winter)</p> <p>To make collections of natural materials to investigate and talk about.</p> <p>To explore how materials change when freezing e.g. ice in Winter.</p>	<p>The Natural World To use their senses to explore the outdoor environment (Spring)</p> <p>To know that a fossil is a print of an animal.</p> <p>To know the life cycle of a chick.</p>	<p>The Natural World To know that the weather is different all over the world.</p> <p>To know the life cycle of a frog.</p> <p>To know that seeds can turn into plants.</p> <p>To plant and grow a plant or vegetable.</p>	<p>The Natural World To use their senses to explore the outdoor environment (Summer)</p> <p>To observe animals and plants around them.</p> <p>To explore floating and sinking.</p>

		RE	People, Culture and Communities To know how we celebrate the Harvest Festival.	People, Culture and Communities To know that some people celebrate Diwali. To know that Christmas is when Jesus was born (Christian viewpoint). To explore a bible and understand that it is a special book.	People, Culture and Communities To know that some people celebrate Chinese New Year.	People, Culture and Communities To know that Easter is a Christian celebration. To understand that the church is a special building for Christians. To know that pancake day is a special day which happens every year.	People, Culture and Communities To explore the natural wonders of the world.	People, Culture and Communities To take time to reflect on their year in Nursery and discuss how far they have come.
		Computing Online Safety	To know how to use the Interactive whiteboard to select a picture on a game.	To know some rules which help them to stay safe when using technology.	To know how to select an app on an iPad.	To understand that they must ask an adult whether they can use a game or APP.	To know how to draw a picture on an iPad.	To know to tell an adult if what they see makes them feel worried.
	End of Nursery Goals: I can talk about my immediate family I can tell you the country I live in I can talk about the differences I have seen in people, countries and communities							
			I can talk about the key features of life cycles using key vocabulary		I can talk about the different types of weather and why			
Reception	Development Matters (Reception)	History	Past and Present To identify their family and wider family members and discuss their similarities and differences. To identify similarities and differences between jobs and occupations. To know who Florence Nightingale is and why she is important. To understand that they have changed over their life (the past) and be able to discuss these changes confidently.	Past and Present To understand why Remembrance Day is an important day. To understand why Bonfire night is an important Day. To know who Guy Fawkes is and why he was well known. To understand how to stay safe on Bonfire night. To understand that your birthday is the day that you're born and it is celebrated once a year.	Past and Present To understand why Chinese New Year is celebrated. To know and be able to talk about the story of the Great Race. To compare characters from stories including figures from the past e.g. the spinning wheel in Sleeping beauty.	Past and Present To understand why St David's Day is celebrated. To know the Queen's role and know that it is her birthday this month.	Past and Present To know that the past is anything before the current day. To know that the present is now. To use language associated with time- today, tomorrow, yesterday, week, month, year. To know who David Attenborough is and why he is important.	Past and Present To talk about how they have changed over their life (the past) and compare this with others. To discuss what they look forward to about their future in Year 1 and set goals they would like to achieve. To know about Greta Thunberg and why she was important.
		Geography	People, Culture and Communities To know that they live in Runcorn, which is in England, a country in the world, where there are lots of other countries too. To explore aerial maps of school and identify key features. To discuss their own and others' local environments.	People, Culture and Communities To know that a globe is a representation of the Earth. To know that the Earth is round and not flat. To know that people have different beliefs and understand how these are celebrated. To recognise similarities and differences in India and England. To be able to locate India and England on a map or globe. To understand how post travels from the post box to our homes.	People, Culture and Communities To know that people have different beliefs and understand how these are celebrated. To recognise similarities and differences in China and England e.g. weather. To be able to locate China and England on a map or globe. To know that the Great wall of China is the longest wall in the world.	People, Culture and Communities To know the name of our class castle and to be able to discuss its features. To find 'Beeston castle' on a map of the UK.	People, Culture and Communities To know that certain animals live in specific climates and places around the world and why this is. To find and explore where different animals live on the world map and globe.	People, Culture and Communities To understand the importance of recycling and why we recycle. To begin to understand global warming.

		Science	<p>The Natural World To use the 5 senses to describe weather and notice daily/ weekly changes.</p> <p>To identify Autumn as one of the 4 seasons.</p> <p>To talk about the environmental changes in Autumn and why they happen.</p>	<p>The Natural World To be able to discuss the weather and notice daily/ weekly changes.</p> <p>To know how and understand why materials change when cooking, cooling, and heating.</p> <p>To know what material a magnet picks up and understand why.</p>	<p>The Natural World To use the 5 senses to describe weather and notice daily/ weekly changes.</p> <p>To identify Winter as one of the 4 seasons.</p> <p>To talk about the environmental changes in Winter and why they happen.</p> <p>To understand the term 'hibernation' and discuss why some animals hibernate.</p> <p>To know how and understand why materials change when freezing.</p>	<p>The Natural World To use the 5 senses to describe weather and notice daily/ weekly changes.</p> <p>To identify Spring as one of the 4 seasons.</p> <p>To talk about the environmental changes in Spring and why they happen.</p> <p>To know and explain the life cycle of a chick.</p> <p>To know the process of fossilisation.</p> <p>To know who Mary Anning is and why she is important.</p>	<p>The Natural World To know the life cycle of a frog and be able to talk about this in detail.</p> <p>To plant and grow a plant or vegetable with care and consideration.</p> <p>To know how to care for plants and vegetables they plant.</p>	<p>The Natural World To identify Summer as one of the 4 seasons.</p> <p>To talk about the environmental changes in Summer and why they happen.</p> <p>To know items that float and items that sink, understanding why.</p>	
		RE	<p>People, Culture and Communities To know how and why we celebrate Harvest Festival.</p> <p>To know what is special to them and their families.</p>	<p>People, Culture and Communities To know about the celebration of Diwali and why it is celebrated.</p> <p>To know the story of Diwali.</p> <p>To know the Christian Christmas story.</p> <p>To explore different religious books e.g. bible and discuss their similarities and differences.</p>	<p>People, Culture and Communities To know about the celebration of Chinese New Year and why it is celebrated.</p> <p>To know the story of the Great Race.</p>	<p>People, Culture and Communities To know how and why Christians celebrate Easter.</p> <p>To know the Easter story.</p> <p>To know that Christians worship in a church to talk to God.</p> <p>To know that pancake day is called Shrove Tuesday and understand why it is a special day.</p>	<p>People, Culture and Communities To explore and compare the natural wonders of the world.</p>	<p>People, Culture and Communities To take time to reflect on their year in Reception and understand that many people around the world pray to say thank you.</p>	
		Computing Online Safety	To know how to use an iPad to take photos.	To understand why we must stay safe online.	To explore a beebot. To explore programming a beebot.	To know that information can be retrieved from computers.	To know how to open the drawing app and draw using the mouse on the computer.	To recognise who they can ask for help and know when they need help when online.	
		<p>End of Reception Goals (ELG) To talk about the lives of people around them and their role in society To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class To understand the past through settings, characters and events encountered in books and storytelling To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read. To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps</p>							<p>To explore the natural world around them, making observations and drawing pictures of animals and plants To 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 To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. To know that the Earth is round and not flat To know the 4 seasons in order and notice the differences</p>

Main Themes		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
		I wonder... What makes me unique?	I wonder...How do people celebrate around the world?	I wonder... How the story ends?	I wonder... If they really existed?	I wonder... Where they live?	I wonder...What will happen next?		
Expressive Art & Design	Nursery	Development Matters (3-4 years)	Music	<p>Being Imaginative To know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - 5 Little Ducks - Humpty Dumpty <p>To explore playing some musical instruments.</p> <p>To enjoy listening to music.</p> <p>To begin to move to music.</p> <p>To play with familiar resources.</p>	<p>Being Imaginative To know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - 5 Little Speckled Frogs - Twinkle Twinkle Little Star <p>To explore changing the sounds of some musical instruments e.g. loud and quiet.</p> <p>To enjoy listening to music.</p> <p>To engage with simple small world trains, animals, dolls.</p>	<p>Being Imaginative To know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - If You're Happy and You Know It - Incy Wincy Spider <p>To explore changing the sound of some musical instruments e.g. fast and slow.</p> <p>To respond to music.</p> <p>To pretend a resource is something else.</p>	<p>Being Imaginative To know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - 5 Currant Buns - Old Macdonald Had a Farm <p>To know the names of some musical instruments e.g. drum, egg shaker, tambourine.</p> <p>To copy basic movements.</p> <p>To engage in simple small world set ups in small groups.</p>	<p>Being Imaginative To know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - 5 Little Men in a Flying Saucer - Wheels on the bus <p>To choose and use instruments to represent something e.g. drum for thunder.</p> <p>To begin to learn very short movements.</p> <p>To use known experiences to develop story lines.</p>	<p>Being Imaginative To know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - 5 Little Monkeys Jumping on the Bed - Row Row Row Your Boat <p>To play a range of instruments to express their feelings and ideas.</p> <p>To begin to create their own songs and dance moves in the provision.</p> <p>To enhance small world play with resources provided by them.</p>
			Art and DT	<p>Creating with Materials To use pre-made paints and name the colours they are using. (painting)</p> <p>To hold a paintbrush in the palm of their hand. (painting)</p> <p>To be supported to put on an apron. (painting)</p> <p>To print with large blocks, sponges, and objects. (printing)</p> <p>To make marks with pens and pencils. (drawing)</p> <p>To explore malleable materials. (sculpture/ structures)</p> <p>To build towers using blocks. (sculpture/ structures)</p> <p>To explore weaving with paper. (textiles)</p> <p>To know some healthy foods (food)</p>	<p>Creating with Materials To explore colour mixing. (painting)</p> <p>To use different sized paint brushes. (painting)</p> <p>To have a go at putting on their own apron, with some support. (painting)</p> <p>To use larger blocks to print patterns with support. (printing)</p> <p>To draw different lines and circles, giving meaning to their marks. (drawing)</p> <p>To begin to make marks and cut malleable materials. (sculpture/ structures)</p> <p>To begin to use junk modelling resources. (sculpture/ structures)</p> <p>To explore weaving with other materials. (textiles)</p> <p>To use their healthy food knowledge to make a healthy dish, using a knife to chop fruit. (food)</p>	<p>Creating with Materials To explore colour mixing with different types of paints. (painting)</p> <p>To use a range of painting tools. (painting)</p> <p>To put their painting apron on independently. (painting)</p> <p>To print with smaller blocks to print patterns with support. (printing)</p> <p>To draw faces with features and begin to use shapes that represent objects, people and places. (drawing)</p> <p>To use a glue spatula and cellotape to secure junk modelling resources together. (sculpture/ structures)</p> <p>To explore sewing. (textiles).</p> <p>To make healthy dish suggestions and chop fruits well using their fork and knife skills. (food)</p>			
		<p>End of Nursery Goals: I can identify and name my colours I can use my imagination to role play. I can sing and create music with instruments I can draw / paint a recognisable picture I can use a range of tools to create</p>							

Reception	Development Matters (Reception)	Music	<p>Being Imaginative To know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Hickory Dickory Dock - Baa Baa Black Sheep - Three Blind Mice <p>To choose instruments to represent something or someone.</p> <p>To talk about how music makes them feel.</p> <p>To use their experiences and learnt stories to develop story lines in play.</p>	<p>Being Imaginative To know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Away in a manger - We wish you a Merry Christmas - Little Donkey <p>(all subject to change dependent on Christmas production)</p> <p>To change how they play instruments by following instructions.</p> <p>To identify if the music is happy, sad or scary.</p> <p>To use their own imaginations to develop story lines.</p>	<p>Being Imaginative To know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Brush your teeth song - Head, shoulders, knees and toes - Here we go around the mulberry bush <p>To begin to make musical patterns by repeating sounds.</p> <p>To explain/ talk about music they can hear and relate to their experiences.</p> <p>To use their own and others imaginations to develop story lines.</p>	<p>Being Imaginative To know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - The animals went in two by two - Miss Molly had a dolly - 1,2,3,4,5 once I caught a fish alive <p>To copy rhythms played for them.</p> <p>To explain the emotions in music.</p> <p>To solve problems in their play.</p>	<p>Being Imaginative To know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - A sailor went to Sea Sea Sea - Three Blind Mice <p>To make up rhythms for others to copy.</p> <p>To listen to music, understanding how it makes them and others feel.</p> <p>To initiate imaginative games using a range of resources and characters.</p>	<p>Being Imaginative To know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Ten in a bed - Ten Green Bottles <p>To use instruments creatively with others in groups and independently.</p> <p>To listen to music, understanding how it makes them and others feel.</p> <p>To initiate imaginative games using a range of resources and characters.</p>
		Art and DT	<p>Creating with Materials To experiment drawing using a range of different materials. (drawing)</p> <p>To explore drawing basic lines and shapes e.g. circles, squares and triangles. (drawing)</p> <p>To use a paintbrush and a range of painting tools, selecting these independently. (painting)</p> <p>To explore what happens when colours are mixed, experimenting to discover 'new' colours. (painting).</p> <p>Printing To experiment with rubbings e.g. leaf, brick or coins. To print using a variety of found objects and body parts e.g. hands and feet. To imprint onto a range of textures e.g. newspaper, coloured paper.</p> <p>Cooking and Nutrition – Food To be able to name and sort healthy and unhealthy foods. To understand what healthy and unhealthy foods are. To know what a recipe is. To understand the importance of hand washing.</p>	<p>Creating with Materials To explore drawing on different surfaces e.g. cotton, paper, sand, water. (drawing)</p> <p>To hold a paintbrush and other painting tools in a tripod grip. (painting).</p> <p>To explore mixing primary colours to make secondary colours using paints. (painting)</p> <p>Sculpture To use different malleable materials. To experiment with cutting, forming and joining familiar 3D shapes using scissors comfortably. To join materials using different methods e.g. string, pins, tape.</p> <p>Mechanisms To know and explore manipulating paper in different ways by curling, bending and tearing. To know and explore making a pop-up by cutting paper or card. To name basic construction tools e.g. glue, tape, scissors.</p>	<p>Creating with Materials To draw things from imagination and observation. (drawing)</p> <p>To hold a paintbrush and other painting tools with control and in a tripod grip. (painting).</p> <p>To explore using water colour paints and mixing these carefully. (painting)</p> <p>Structures To know and explore creating structures from construction and junk modelling materials. To know and explore making a structure shorter, taller and wider.</p> <p>Textiles To know how to and explore joining two pieces of material together e.g. gluing, stapling, stitching. To know how to and explore colouring fabrics using paint and pens. To know how to and explore adding decorations to fabrics such as buttons and beads.</p>			
	End of Reception Goals (ELG)		<p>To mix colours for a purpose To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function To share their creations explaining the processes they have used</p> <p>To make use of props and materials when role playing characters in narratives and stories To invent, adapt and recount narratives and stories with peers and their teacher To sing a range of well-known nursery rhymes and songs To perform songs, rhymes, poems and stories with others and try to move in time to music</p>					

Please see our Whole School Curriculum Overviews to understand how our EYFS curriculum and long-term planning documents align and support a child's whole school curriculum journey at Castle View. At Castle View Primary School, we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. It is important to view the EYFS as preparation for life as well as preparation for the next stage of education.