

Frodsham Primary Academy

Nursery Curriculum

2025-2026



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

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

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

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	All About Me	Families & Celebrations	Weather and the Seasons	Amazing Animals	Growing and Changing	People Who Help Us
<p>Planning around a quality text:</p> <p>To be chosen following children's interests.</p>	 	 	 	 	 	 
<p>Linked texts</p> <p>(Loose themes, seasonal context, literacy and numeracy focus)</p>	<ul style="list-style-type: none"> Changing Seasons -Sian Smith Tree -Britta Teckentrupp Polar Bear, Polar Bear-Bill Martin Jnr Room on the Broom-Julia Donaldson (seasonal link) Monkey and Me –Emily Gravett 	<ul style="list-style-type: none"> Winnie in Winter-Valerie Thomas & Korky Paul Owls-Information book Ssh Santa! - Julie Sykes Stickman-Julia Donaldson (seasonal link) The Gruffalo-Julia Donaldson The Gruffalo's child-Julia Donaldson 	<ul style="list-style-type: none"> The Gingerbread Man-traditional Goldilocks and the Three Bears-traditional Tree –Britta Teckentrupp(revisit) My First Chinese New Year-Karen Katz (seasonal link) 	<ul style="list-style-type: none"> What the Ladybird Heard-Julia Donaldson Jack and the Beanstalk Who's on the Farm-Julia Donaldson Over in the Meadow-Jane Cabrera 	<ul style="list-style-type: none"> Tree - Britta Teckentrupp (revisit) Dig, Dig, Digging – Margaret Mayo Norman the Slug with the Silly Shell-Sue Hendra Simons Sock-Sue Hendra The Very Hungry Caterpillar-Eric Carle(seasonal) 	<ul style="list-style-type: none"> Bee-Britta Teckentrupp (seasonal) We're Going on a Bear Hunt-Michael Rosen Shark in the Park-Nick Sharratt Shark in the Dark-Nick Sharratt

Makaton Rhymes	<ul style="list-style-type: none"> Three/Five Little Ducks Three/Five Little Speckled Frogs Five little pumpkins If your happy and you know it 	<ul style="list-style-type: none"> Nativity songs Five currant buns Incy wincey spider 	<ul style="list-style-type: none"> When Goldilocks went to the house of the bears One, two three, four, five once I caught a fish alive Baa, baa black sheep Miss Polly had a dolly 	<ul style="list-style-type: none"> Dingle dangle scarecrow There's a worm at the bottom of the garden Horse, horse, horse Old McDonald had a farm 	<ul style="list-style-type: none"> I can sing a rainbow Hey diddle diddle The wheels on the bus 	<ul style="list-style-type: none"> Down in the Jungle Five little monkeys Row, row your boat
Trips/Visitors Enrichments	Visitors: <ul style="list-style-type: none"> Head teacher Dental Hygienist Trip: <ul style="list-style-type: none"> School grounds for Seasonal tree obs walk Additionally, throughout the year Daily- Toothbrushing	Visitors: <ul style="list-style-type: none"> Father Christmas Trip: <ul style="list-style-type: none"> Pantomime at Theatre Forest school 	Visitors: <ul style="list-style-type: none"> Member of Chinese community sharing Chinese New Year experiences Staff to read on World Book Day Trip: <ul style="list-style-type: none"> School grounds Forest school (seasonal tree obs walk) 	Visitors: <ul style="list-style-type: none"> Zoo Lab Trip: <ul style="list-style-type: none"> To the Farm School grounds Forest school 	Visitors: <ul style="list-style-type: none"> Chicks and caterpillars Trip: <ul style="list-style-type: none"> 	Visitors: <ul style="list-style-type: none"> New teacher Balance bike instructor Police and vehicle Firefighters and engine Trip: <ul style="list-style-type: none"> Fire station Police station
Celebrations / Festivals / Special Events	<ul style="list-style-type: none"> Birthdays Start of Autumn 	<ul style="list-style-type: none"> Birthdays Harvest Festival Diwali / Hannukah Christmas Remembrance Day Nativity performance 	<ul style="list-style-type: none"> Birthdays Chinese New Year Start of Spring Mothers Day 	<ul style="list-style-type: none"> Birthdays 	<ul style="list-style-type: none"> Birthdays Start of Summer Eid Al-Fitr Father's Day 	<ul style="list-style-type: none"> Sports Day Transition

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

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

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

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

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

Frodsham Academy Primary School – Personal, Social & Emotional Development

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

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

Early Learning Goals – PSE

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

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

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

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

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

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

Frodsham Academy Primary School – Physical Development (Gross Motor Skills)

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

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

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

ELG: Fine Motor Skills ■ Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases ■ Use a range of small tools, including scissors, paint brushes and cutlery ■ Begin to show accuracy and care when drawing

Focus	Gymnastics movements	Basic Movement and Games	Dance	Fine Motor Skills	Health and Self Care	Vocabulary To be used daily
Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Continuous provision <ul style="list-style-type: none"> Know the importance of washing hands Know how to hop, stand on one leg & hold a pose for a game like musical statues Know how to climb up stairs, steps & move across equipment using alternate feet Know how to crawl, walk & run across a low plank Know how to push, roll & bounce a large ball Know how to throw and catch a large ball Know how to move a large ball using feet Know how to change speed & direction to avoid obstacles PE lesson specific - Locomotion and stability <ul style="list-style-type: none"> Follow instructions on where to sit in a space and understand their surroundings. Understanding why we need space when being active. Walk backwards safely, checking for space by looking around and over their shoulders. Walk forward, backward, skip, hop on one leg and stop (holding a pose) when instructed to develop coordination and balance, and to strengthen legs. Run in the same direction and stop and start when signalled (traffic lights) Healthy Participation = Sharing equipment and being safe in a space 		Continuous provision <ul style="list-style-type: none"> Follow simple instructions to make a series of movements Know how to skip, gallop, slither etc & follow instructions Begin to match movements to music Know how to use large muscle movements to wave flags & streamers Know how to make snips paper with scissors Show a preference for dominant hand Know how to hold a pen or pencil in a tripod grip Know how to use a knife & fork PE lesson specific - Dance and gymnastic <ul style="list-style-type: none"> Find a space independently and begin to create shapes, movements and actions within that space. Move freely and confidently without bumping into each other at different levels (low, medium and high) Make shapes and actions that link with words, themes and emotions (words). Interpret the music and move in time to the music. Run skilfully in the same direction and be able to change direction when asked. Gallop confidently with either leg as the lead leg. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing Are increasingly able to use and remember sequences and pattern of movements which are related to music and rhythm Healthy Participation = Sharing equipment and being safe in a space. 		Continuous provision <ul style="list-style-type: none"> Know how to put on a coat & fasten a coat Know the importance and how to brush teeth Know that equipment & tools need to be handled safely Begin to know the changes that happen to the body after exercise, such as heart beating faster PE lesson specific - Fine motor skills and target games <ul style="list-style-type: none"> Negotiate space and obstacle safely, consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing Dodging - sliding to the left and/or right. Share equipment and take in turns. Play fairly and accept decision in games. Develop fine motor skills by holding a racquet, pick it up, carry and put down with care. Move the racquet fluently and safely. Roll, throw underarm and strike a ball with their foot at a given target. Understand that they might have a dominant foot or hand. Healthy Participation = Sharing equipment, taking turns and being safe in a space. Handling equipment safely. 	

Skills	<p>Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</p> <p>Walks down steps or slopes, using alternate feet, maintaining balance & stability</p> <p>Can grasp & release with two hands to throw & catch a large ball, beanbag or object</p> <p>Run with spatial awareness & negotiate space successfully, adjusting speed or direction to avoid obstacles</p> <p>Develop movement, balancing, riding (scooters, trikes & bikes) skills</p>	<p>Increasingly able to use & remember simple sequences of movements which are related to music & rhythm</p> <p>Use large muscle movements to wave flags & streamers etc</p> <p>Use one-handed tools & equipment</p> <p>Use a comfortable grip with good control when holding pens & pencils</p> <p>Eat independently</p>	<p>Use one-handed tools & equipment</p> <p>Use a comfortable grip with good control when holding pens & pencils</p> <p>Eat independently</p> <p>Be increasingly independent getting dressed & undressed</p> <p>Take care of majority of own care needs within daily routine</p> <p>Develop an awareness of risk</p> <p>Observe & describe in words or actions the effects of physical activity on their bodies</p>
<p>Children in nursery will have lots of opportunities to reinforce their developing physical skills through: □ High quality outdoor learning space with a focus on large and multi-sensory experiences □ P.E (Physical Education) lesson with a coach □ Weekly Forest School sessions □ Yoga □ Balance bikes</p> <p>Vocabulary - Follow, lead, copy, gallop, slither, crawl, kick, catch, throw, push, pat, slither, shuffle, roll, crawl, walk, run, hop, slide, squat, climb, land, stand, jump, balance, space, race, chase, speed, direction, obstacles, stretch, strong, firm, gentle, heavy, floppy</p>			

Frodsham Academy Primary School – Literacy Reading (Comprehension and Word Reading)

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

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

ELG: Comprehension

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

ELG: Word Reading

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

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

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

Frodsham Academy Primary School– Literacy Writing

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

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

ELG: Writing

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

ELG: Physical Development-Fine Motor Skills

■ Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases ■ Use a range of small tools, including scissors, paint brushes and cutlery ■ Begin to show accuracy and care when drawing

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

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

Frodsham Academy Primary School - Number and Number Patterns

Maths progression through EYFS

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

ELG: Number

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

ELG: Numerical Patterns

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

Focus	Place value: Counting	Place value: Represent	Place value: Use and compare	Addition and subtraction; recall, represent, use	Addition and subtraction: Calculation	Addition and subtraction: Solve problems
Nursery Skills, Knowledge & Understanding	<ul style="list-style-type: none"> Enjoy counting verbally as far as they can go Point or touch (tag) each item, saying one number for each item, using the stable order of 1,2,3,4,5 Use some number names and number language within play, and may show fascination with large numbers 	<ul style="list-style-type: none"> Begin to recognise numerals 0 to 10 Subitise one, two and three objects (without counting) Link numerals with amounts up to 5 and maybe beyond 	<ul style="list-style-type: none"> Compare two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. <i>You've got two, I've got two. Same!</i> 	<ul style="list-style-type: none"> Count to five items, recognising that the last number said represents the total counted so far (cardinal principle) Ascribe mathematical meaning to own marks 	<ul style="list-style-type: none"> Through play and exploration, begin to learn that numbers are made up (composed) of smaller numbers Begin to recognise that each counting number is one more than the one before 	<ul style="list-style-type: none"> Begin to use understanding of number to solve practical problems in play and meaningful activities Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same
Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> ⇒ Engage in open-ended play, developing one-to-one correspondence e.g., <i>one doll in a pram / one peg in each bowl</i> ⇒ Participate in number songs – beginning to use fingers to represent numbers ⇒ Count by rote from 1-5+ ⇒ Identify a small set that has 'more' or 'less' or the 'same'. 		<ul style="list-style-type: none"> ⇒ Count accurately using 1-1 correspondence for numbers 1-3 ⇒ Identify some representations of numbers 1,2,3, ⇒ Begin to subitise 1-3 ⇒ Match objects to numerals using 1-3 ⇒ Count by rote to 10 		<ul style="list-style-type: none"> ⇒ Count forwards and backwards ⇒ Count accurately using 1- correspondence for numbers 1-5 ⇒ Find 1 more and 1 less than a number between 1 and 5 ⇒ Begin to subitise to 5 ⇒ Recognise and order numbers 1-5+ 	

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

Frodsham Academy Primary School - Shape, Space and Measure

Maths progression through EYFS

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

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

Focus	Spatial Awareness		Shape		Pattern		Measures
Nursery Skills, Knowledge & Understanding	<ul style="list-style-type: none">Respond to and uses language of position and directionPredict, move and rotate objects to fit the space or create the shape they would like		<ul style="list-style-type: none">Choose items based on their shape which are appropriate for a purposeKnow 2D shapes names – circle, triangle, rectangle and squareKnow some 3D shape namesShow awareness of shape similarities and differences between objectsEnjoy partitioning and combining shapes to make new shapes with 2D and 3D shapesAttempt to create arches and enclosures when building, using trial and improvement to select blocks		<ul style="list-style-type: none">Create their own spatial patterns showing some organisation or regularityExplore and adds to simple linear patterns of two or three repeating items, e.g., <i>stick, leaf (AB) or stick, leaf, stone (ABC)</i>Join in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next		<ul style="list-style-type: none">In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two itemsRecall a sequence of events in everyday life and stories
Learning Outcomes	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none">⇒ Sort objects by colour using the words <i>same</i> and <i>different</i>⇒ Sort different objects by noticing similarities and differences e.g., <i>Autumn items</i>⇒ Use the language of size - <i>big/ little, small/large</i>⇒ Use language of <i>long</i> and <i>short</i> to describe lengths⇒ Copy a simple repeating pattern.⇒ Follow the daily routine and begin to predict what might happen next with a visual timetable			<ul style="list-style-type: none">⇒ Sort objects by shape and size⇒ Begin to continue a repeating pattern⇒ Compare amounts using full / empty to make comparisons⇒ Start to make direct comparisons using longer/ shorter, taller/ shorter to describe⇒ Compare lengths using practical objects and begin to make some comparisons using appropriate language⇒ Name simple 2D shapes of circle, triangle, rectangle and square		<ul style="list-style-type: none">⇒ Begin to make own repeating pattern⇒ Describe shapes they see in images and pictures.⇒ Use words such as round/ straight/ flat to describe shape characteristics.⇒ Talk about and sequence the events within a school day⇒ Use time vocabulary of - <i>day/night/today/tomorrow/before/after that</i> to describe when an event is happening⇒ Use words such as heavy/light⇒ Use words of more or less when describing quantities⇒ Use positional language to place and describe items - <i>under/ in/ on/ on top of/ behind/ in front of/</i>⇒ Use directional language of up/ down / across to describe locations.	

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

Curriculum Overview for Nursery with Extra Activities for Younger Children

(Black focus objectives are for N2 children and some N1 children)

(Blue focus objectives are related objectives for younger children who have started Nursery in the term after their 2nd birthday)

Mathematics					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Cardinality & Counting 1.1 1.1 Accurate and consistent verbal counting to 5 <u>Singing Songs with number range 1-3</u></p> <p>Measures 1.1 Understand and use specific attributes to compare height (taller and shorter rather than big and small) <u>Understand and respond to language of big and small</u></p> <p>Spatial Reasoning 1.1 Understand and use simple language of position that doesn't vary by viewpoint (in, on, under, next to) <u>Understand and respond to simple language of position in play (in, on)</u></p>	<p>Cardinality & Counting 2.1 one-to-one correspondence and cardinality to 3 2.2 subitising 1 and 2 <u>Noticing one and lots</u></p> <p>Measures 2.1 Understand and use specific attributes to compare length (long, short) <u>Understand and respond to language of bigger and smaller</u></p> <p>Spatial Reasoning 2.1 Understand and use language of position that can vary by viewpoint (in front, behind) <u>Understand and respond to simple language of direction (up, down)</u></p>	<p>Cardinality & Counting 3.1 one-to-one correspondence and cardinality to 5 3.2 subitising 3 <u>Singing Songs with number range 1-5</u></p> <p>Measures 3.1 Understand and use specific attributes for width and thickness (wide, narrow, thick, thin) <u>Understand and respond to language of long, tall and short</u></p> <p>Spatial Reasoning 3.1 Understand and use everyday language of direction (up, down, through, over, under) <u>Understand and respond to simple language of position (in, on, under)</u></p>	<p>Cardinality & Counting 4.1 Begin to recognise numerals and match to sets <u>Noticing pairs of objects and beginning to say 2 for this quantity</u></p> <p>Measures 4.1 Understand and use specific attributes for weight/mass (heavy light, heavier, lighter) <u>Understand and respond to language of heavy and light</u></p> <p>Spatial Reasoning 4.1 Understand and use language of movement (forwards, backwards, sideways, turn) <u>Alongside 4.1 Understand and respond to language of movement (forwards backwards)</u></p>	<p>Cardinality & Counting 5.1 Conservation of number to 5 with order irrelevance <u>Developing Counting like behaviours</u></p> <p>Comparison 5.1 Compare sets of objects – which has more, fewer – just by looking <u>Notice when a set has considerably more (no need to count) and respond to word more</u></p> <p>Measures 5.1 Time – sequence of events (first, next, after, before, morning, afternoon, evening, yesterday, tomorrow) <u>Understand and respond to language of now and next/later</u> <u>Make links to regular events in routine e.g. lunchtime</u></p> <p>Spatial Reasoning 5.1 Discuss routes and the order and location of things seen extending vocab (in between, above, below, around, beside, across, along) <u>Understand and respond to language of turn/rotate</u></p>	<p>Cardinality & Counting 6.1 Accurate and consistent verbal counting to 10 <u>Developing Counting Like behaviours</u></p> <p>Composition 6.1 Separate a group of three or four objects in different ways <u>Understand and respond to language of enough/not enough</u></p> <p>Comparison 6.1 Making equal sets <u>Understand and respond to language of the same</u></p> <p>Measures 6.1 Understand and use specific attributes for capacity (full, empty, part, full) <u>Understand and respond to words linked to capacity like pour, fill, empty and full</u></p> <p>Spatial Reasoning 6.1 Understand and use language of distance (far away, near, how far?) <u>Understand and respond to language of turn over/flip</u></p>

<p>Shape 1.1 Explore rotating and flipping objects to make a match (posting boxes, inset puzzles, jigsaws) Play with Shape sorters and nesting cups – link to spatial words above Learn to line up blocks to make paths</p> <p>Sorting & Sequencing 1.1 Sort by a single property – colour Colour matching and using colour words blue, red and white Patterned songs and rhymes with simple actions</p>	<p>Shape 2.1 Explore construction with 3D shapes – combining shapes in two dimensions Learn to stack blocks in a tower using flat surfaces. Stack then knock down – link to spatial words above</p> <p>Sorting & Sequencing 2.1 Sort by 2 properties – colour and size Colour matching and using colour words yellow, green and black Patterned songs and rhymes with simple actions</p>	<p>Shape 3.1 Explore pattern and picture making with 2D pattern blocks Try to match colours and shapes on very simple shape images. with 2D pattern blocks or simple inset puzzles with pictures in the holes</p> <p>Sorting & Sequencing 3.1 Sort using different combinations of properties (size attributes linked to measure, colour and shape) Colour matching and using colour words orange, purple and pink Patterned stories with simple actions</p>	<p>Shape 4.1 Begin to notice properties of 3D shape and find shapes that are the same Learn to stack blocks in a tower more efficiently by choosing biggest to go at the bottom and selecting lots of blocks that are the same</p> <p>Sorting & Sequencing 4.1 Simple AB sequences varying colour or size (continue and copy patterns) Colour matching and using colour words brown, and grey</p>	<p>Shape 5.1 Explore more complex construction with 3D shapes – combining shapes to make arches and enclosures Play with simple inset puzzles where you need to turn the pieces to fit and make links to spatial vocab above</p> <p>Sorting & Sequencing 5.1 Simple AB sequences of sounds, actions and objects (make own patterns) Size matching and using words big and small</p>	<p>Shape 6.1 Begin to notice properties of 2D shapes and find shapes that are the same including on the faces of 3D shapes Try to match colours and shapes on simple Numicon images and make links to spatial vocab above</p>
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Frodsham Academy Primary School - UW- Past and Present/ The World

History progression through EYFS

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

ELG: UW / Past and Present

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

Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> Can describe special events such as a birthday/ day out/ first day at school by looking at images. To describe what is the same and what is different. 	<ul style="list-style-type: none"> Can name their own immediate family. Can talk about how they have changed over time from baby-Toddler-child. Can talk about the events in the Christmas story. To describe what we 'remember'. 	<ul style="list-style-type: none"> Can sequence the events in a story. Can make predictions about what might happen next Uses question words of 'who', 'why', 'where' and 'when'. <p>Compare cooking- how has this changed?</p>	<ul style="list-style-type: none"> Take images of growth and change and sequence events and retell what happened over time. <p>Understand the need to respect and care for the natural environment</p>	<ul style="list-style-type: none"> To be aware of a range of different occupations Can use new vocabulary linked to this in speech and role play 	<ul style="list-style-type: none"> What was the jungle like before human impact? <p>How will human impact affect the number of animals in the wild in the future- Cause and effect.</p>
Skills	<p>Retell past events in correct order</p> <p>Remembers & talks about significant times or events for family & friends</p>	<p>Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</p> <p>Begin to make sense of own life-story & family's history</p> <p>Bring in photographs, videos, visitor</p> <p>Preserve memories of special events e.g. make a book, video, photos</p>	<p>Question why things happened & give explanations</p>	<p>Develop an understanding of growth, decay and changes over time</p> <p>Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world</p>	<p>Share stories about people from the past who have an influence on the present</p>	<p>Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night</p> <p>Understand and use vocabulary such as: how? why? because</p> <p>Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why?</p>

□ Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key events. □ Nursery family wall display to support transition and awareness within a wider community □ learning journey over time to collate significant events.

Vocabulary – yesterday, last week, at the weekend, this morning, last night, how, why, because, I can see..., I saw..., same, different, change, what happened?, Why?,

Frodsham Academy Primary School - UW- People/Culture and Communities

RE (Religious Education) progression through EYFS

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

ELG: UW / People, Culture and Communities

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

Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> ⇒ Talk about themselves and what makes them unique, linking to features such as hair, eyes colour, hair colour and favourite things. ⇒ Develop friendships 	<ul style="list-style-type: none"> ⇒ Share own special celebrations ⇒ Name different festivals of Diwali, Christmas, Remembrance Day and Bonfire night and can talk about why these celebrations are important. ⇒ Compare their family to other families and explain what is the same and what is different. 	<ul style="list-style-type: none"> ⇒ Compare their family to families in stories 	<ul style="list-style-type: none"> ⇒ Talk about their life and what they do as they grown from a baby to a child. ⇒ Talk about special events and celebrations for them and their family. ⇒ Name the festival of Holi and understand that it is a special time for some people 	<ul style="list-style-type: none"> ⇒ Know some the names of some people who help them and their role ⇒ Re-enact different roles within role play ⇒ Begin to understand how animals can also help people ⇒ Begin to develop an understanding of helping within the community - planting / ⇒ Name the festival of Eid Al-Fitr and understand that it is a special time for some people 	<ul style="list-style-type: none"> ⇒ Compare communities where animals can be found in their natural habitat ⇒ Talk about other places and their communities that they have visited
Skills	<p>Begin to make sense of their own life story & family history</p>	<p>Know some of the things that make them unique, & can talk about some of the similarities & differences in relations to friends & family</p> <p>Shows interest in the lives of people who are familiar to them</p> <p>Enjoys joining in with family customs & routines</p>	<p>Begin to develop an awareness of special places for: □ their own family □ friends</p> <p>Develop positive attitudes about the differences between people</p>	<p>Talk about what they have experienced or seen in photos</p>		

□ Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key celebrations at different times of the year □Nursery family wall display to identify child within growing setting (termly new arrivals) and wider community □ learning journey over time to collate significant events.

Vocabulary - Celebration, Special, Family, Religion, trust, brave, strong, weak, care, sorry, unique, bells, spire, steeple, mosque, church, respect

Frodsham Primary School Academy - UW- The Natural World

Geography progression through EYFS

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

ELG: UW/ The Natural World

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

Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> ⇒ Explore all learning spaces with increasing independence ⇒ Say what they like and dislike about indoor and outdoor environments ⇒ Participate in Forest School, getting to know key features of the learning space ⇒ Describe the location of special events e.g., <i>parks, cinema, beach</i> 	<ul style="list-style-type: none"> ⇒ Talk about where they live ⇒ Talk about who lives in their home. ⇒ Talk about the key features of Autumn ⇒ Through Forest School experience physical (seasonal) change of the environment 	<ul style="list-style-type: none"> ⇒ Talk about their journey to school ⇒ Develop an awareness of different settings ⇒ Talk about the key features of Winter ⇒ Through Forest School identify new life/growth 	<ul style="list-style-type: none"> ⇒ Talk about the key features of Spring ⇒ Explain why we see plants and flowers growing in the spring and the Summer. ⇒ Explain the best places for flowers, and vegetables to grow and explain why. ⇒ Describe the features of farm. ⇒ Build their own farm and include key features for animal homes. ⇒ Make simple maps 	<ul style="list-style-type: none"> ⇒ Talk about the key features of Summer ⇒ Know our school is based in Warrington which is in England. ⇒ Can name some significant places in Warrington - Park, swimming, Shopping etc. ⇒ Know the names of some other countries and begin to talk about some differences ⇒ Name a variety of different homes such as barn, castle, tent caravan, flat, detached. 	<ul style="list-style-type: none"> ⇒ Be able to talk about the key features of the Zoo / Safari Park
Skills	<p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Talk about some of the things they have observed in different places.</p> <p>Comments & asks questions about aspects of their familiar world such as the</p>	Identify seasonal patterns and weather.	Make imaginative & complex 'small worlds' with blocks & construction kits, such as a city with different buildings & a park.		Use diverse range of props, photos, books to notice & talk about similarities & differences	<p>Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.</p> <p>Begin to understand the effect their behaviour can have on the environment.</p> <p>Find out about their environment and talk about features they like and dislike.</p>

	place where they live or the natural world Observe and identify features in the place they live and the natural world.					
<p>□ Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key learning knowledge and skills linking to planned opportunities. □High quality opportunities) and Engagement in Weekly Forest School sessions □Experience of school footprint through journeys-Owl Wood, daily mile.</p> <p>Vocabulary – environment, place, busy, calm, noisy, similar, same, different, old, new, past, present</p>						

Frodsham Primary School Academy - UTW- The Natural World

Science progression through EYFS

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

ELG - Understanding the World- The Natural World

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

Learning Outcomes	Autumn	Spring	Summer
	<p>Name & identify body parts- facials features, arms, legs, fingers, and toes</p> <ul style="list-style-type: none"> • Know the names of different body parts & what they do • Know about the different seasons & the effect they have on plants, tress & creatures • Using images can sequence the change from baby to child • Use all their senses in hands-on exploration of natural materials 	<p>Know the names of animal babies</p> <p>Observe that most plants start growing from a seed or bulb</p> <p>Observe all plants need water & light to grow & survive</p> <p>Know the correct terms to describe the life cycle of a butterfly</p> <p>Know how to care for plants</p> <p>Know & talk about the life cycle of a plant</p> <p>Know the names of the basic parts of a plant & tree</p> <p>Can use a magnifying glass</p>	<ul style="list-style-type: none"> • Know some different properties of material e.g. hard/soft and rough/smooth • Know some objects float & sink
Skills	<p>Explore different habitats outdoors, e.g., scent, colour & shape of flowers attracting bees</p> <p>Observe growth & decay over time</p> <p>Begin to understand the need to respect & care for the natural environment & all living things</p> <p>Talk about the weather and the animals they see or hear, using a wide vocabulary</p> <p>Recognise the change through seasons of our outdoor environment</p> <p>Explore materials with different properties</p>	<p>Observe plants closely through a variety of means e.g., magnifiers & photographs</p> <p>Begin to understand the need to respect & care for the natural environment & all living things</p> <p>Extend vocabulary: leaves, petals, roots, bulb, trunk, branches, stem, garden plants, wild plants, seeds</p> <p>Use touch, sight and hearing in hands-on exploration of plants</p> <p>Understand the key features of the life cycle of a plant</p>	<p>Observe animals closely through a variety of means e.g., magnifiers & photographs</p> <p>Look at key stages of development from birth to adult</p> <p>Observe & describe in words or actions the effects of physical activity on body</p> <p>Observe the key features of the life cycle of a butterfly</p> <p>Know some animals have offspring horse – foal, cow - calf</p>

	<p>Explore natural materials, indoors and outdoors.</p> <p>Explore collections of materials with similar and/ or different properties.</p> <p>Talk about the differences between materials and changes that they notice</p>		
<p>□ Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. □ The outdoor classroom and Forest School site (Owl Wood) will be used as a key feature in our science learning through the natural world. □ Trips to the farm and the zoo will be used to enhance children experiences of animals and class experiences of our chickens and caring for our own caterpillars/butterflies and to experience nature in the garden (bird feeding, planting and growing, minibeast areas)</p> <p>Vocabulary - Senses, experiment, plants – leaf, stem, root, flower, animals, humans, materials, change, growth, environment, heavy, light, float, sink, baby, toddler, child, egg, caterpillar, seasons, melt, freeze, hard, soft, kitten, puppy, foal, calf.</p>			

Frodsham Primary School Academy - EAD: Creating with Materials & Being Imaginative and Expressive

Design and Technology progression through EYFS

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

ELG: EAD / Creating with Materials and Being Imaginative

■ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ■ Share their creations, explaining the process they have used ■ Make use of props and materials when role-playing characters in narratives and stories

Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> Make snips in paper using a two-handed scissor grip. Use glue to join pieces 	<ul style="list-style-type: none"> Use a range of tools- rolling pin, cutters, extruders, scissors, hole punch, Sellotape dispenser independently. Build a representation of own home using a mixture of materials. 	<ul style="list-style-type: none"> Use a variety of different materials to create a variety of different transport such as a boat, plane, helicopter 	<ul style="list-style-type: none"> Use a range of materials to join, glue, string, cotton, Sellotape Make own designs from junk modelling materials Match animals to the food they produce Know that some food is grown from plants and trees – vegetable / fruit 	<ul style="list-style-type: none"> Explain what healthy and unhealthy means. 	<ul style="list-style-type: none"> Use a range of tools- rolling pin, cutters, extruders, scissors, hole punch, Sellotape dispenser independently and with accuracy Create animal habitats using a range of different materials and textures and explain their choices.
Skills	Use tools for a purpose	Develop new skills & techniques	<p>Develop own ideas & decide which materials to use to express them.</p> <p>Talk about the differences between materials & changes they notice</p>	<p>Notice what other children & adults do, mirroring what is observed, adding variations & then doing it spontaneously.</p> <p>Use various construction materials, e.g., <i>joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</i></p> <p>Use available resources to create props or creates imaginary ones to support play</p>	Make healthy choices	

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

Vocabulary – Like/dislike, use, cut, snip, press, fold, join, fix, bumpy, smooth, shiny, hard, soft, rough, fruit, vegetables, healthy, unhealthy, different.

Frodsham Primary School Academy - Expressive Arts and Design - **Creating with Materials**

Art progression through EYFS

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

ELG – EAD: Creating with Materials

■ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ■ Share their creations, explaining the process they have used ■ Make use of props and materials when role-playing characters in narratives and stories

Learning Outcomes	Autumn	Spring	Summer
	<ul style="list-style-type: none"> ⇒ Begin to explore line and shape ⇒ Draw a simple representation of self ⇒ Explore and talk about what happens when you mix colours ⇒ Explore different textures ⇒ Begin to describe different textures. ⇒ Make their own home using a variety of materials such as cardboard, plastic, fabric 	<ul style="list-style-type: none"> ⇒ Describe changes to colours as they are mixed. ⇒ Create simple collages using a variety of texture and can explain how one texture represents an object. ⇒ Describe some different textures. ⇒ Create observation drawing of flowers using pastels ⇒ Create environmental art 	<ul style="list-style-type: none"> ⇒ Select appropriate tool or technique to complete a task ⇒ Can create their own zoo / safari park - by making colour and material sections for their chosen animals.
Skills	<p>Create closed shapes with continuous lines, & begin to use these shapes to represent objects</p> <p>Draw with increasing complexity & detail, such as representing a face with a circle & including details</p> <p>Show different emotions in drawings</p> <p>Join different materials & explore different textures</p> <p>Use variety of construction materials</p> <p>Notice what other children & adults do, mirroring what is observed and extending with own ideas</p> <p>Practise artist's techniques – Andy Goldsworthy</p>	<p>Begin to use a variety of drawing tools</p> <p>Observational drawing of plants in local environment</p> <p>Explore colour using a variety of media (pencil, chalk, oil pastel)</p> <p>Explore colour mixing</p> <p>Explore different materials freely, in order to develop ideas about how to use them & what to make</p> <p>Clay tiles printed with leaves</p> <p>Discuss likes & dislikes about artwork</p>	<p>Handling, feeling, enjoying and manipulating materials</p> <p>Join different materials & explore different textures Including natural textures (shells, cones, feathers, pebbles, sticks, leaves etc)</p> <p>Develop own ideas & decide which materials to use to express them</p>

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

Vocabulary - Line, thick, thin, wavy, straight, pencil, Finger, stick, chalk, pastel, felt tip, Mark making tools, sponges, different brushes, respond, line, colour, dough, explore, mark making, textural effects, materials, tools, control, fine motor, glue, sticking, paper, fabric, natural materials, Experiment, printing, media, understand, techniques.

Frodsham Primary School Academy – EAD - **Creating with Materials and Being Imaginative**

MUSIC progression through EYFS

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

ELG: EAD / Creating with Materials and Being Imaginative

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

Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> • Can understand Tom / JoJo rhythms * Can follow and join in after a "count-in" * Can clap, plus use and care for basic hand percussion 	<ul style="list-style-type: none"> • Can draw a range of symbols to depict a sound * Can sing and follow the shape of a melody. 	<ul style="list-style-type: none"> • Creating sounds from different household items * Choosing sounds to create an effect (dynamics and tone) * Changing between percussion and singing 	<ul style="list-style-type: none"> • Singing and playing percussion simultaneously * Changing dynamics to create an effect whilst singing 	<ul style="list-style-type: none"> • Self evaluating for improved performance: "How can we make this music better?" * Singing with greater pitch accuracy and dynamic control * Beginning to improvise (compose) 	<ul style="list-style-type: none"> * Can sequence basic note values of Tom and JoJo * Can follow the drum leader to create an improvised piece
Skills	<p>Copying and joining in with a performance</p> <p>"Say as you play" - the children copy then verbalise their instrumental performances.</p> <p>Read and play various note values to create 1 bar rhythms</p> <p>Use of instruments to create a specific sound</p>	<p>Use available resources to create "instruments" to produce various sounds</p>	<p>Sing various songs of different speed and dynamic variation</p>	<p>Listen with intent to a song and explain the tempo / dynamic variances</p>	<p>Develop a greater sense of timing through vestibular learning, internal and external rhythms.</p>	<p>Create sounds to depict elements within a story.</p> <p>Put together different sound ideas to create a linear narrative.</p>

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

Vocabulary - Like/ dislike, loud / soft, fast, slow, composition, Read – Tom, Jojo, Rest

Frodsham Primary School Academy – Understanding the World

COMPUTING progression through EYFS

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

ELG – N/A

Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Explore different toys in role play such as telephones, cameras, keyboards.	•Can operate a simple CD player by pressing start and stop to play music.	•Understands that we can search for information on 'google' by typing in a word to find out more.	•Can use a simple I board touch programme to draw a picture by changing tools and colours using the on-screen options.	•Can operate simple games on the iPad and know to open and end a programme.	•Can type their name on a keyboard by finding the letters of their name.
Skills	Know how to handle equipment safely Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images	Knows how to operate simple equipment, e.g. turn on CD player, uses a remote control, can navigate touch-capable technology with support	Begin to know that they shouldn't use devices without supervision Knows that information can be retrieved from digital devices and the internet	Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as interactive screen, tabletop computer and tablets		

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

Vocabulary – choices, equipment, buttons, movement, screen, keyboard, count, organise